BI-ENNIAL REPORT

OF THE

Superintendent of Public Instruction

OF THE

State of Forida

FOR THE TWO YEARS ENDING JUNE 30, 1920.

WM. N. SHEATS,
Superintendent of Public Instruction.

PEPPER PRINTING COMPANY
Gainesville, Florida

STATE OF FLORIDA.

THE DEPARTMENT OF PUBLIC INSTRUCTION,

TALLAHASSEE, FLORIDA.

Present Personnel.

William N. Sheats.....State Superintendent.
J. C. Compton.....Chief Clerk.
C. H. Gunter.....Statistical Clerk.
C. K. Allen.....Certificate Clerk.
Mrs. B. B. Lane.....Stenographer and Filing Clerk.
Mrs. E. S. Davidson.....Stenographer.

State High School Inspector.

W. S. Cawthon.....Gainesville, Fla.

State Rural School Inspectors.

Robert L. Turner.....Inverness, Fla.
Miss Christian McDonald.....DeFuniak Springs, Fla.

State Board of Examiners.

T. B. Kirk, Chairman.....Tampa, Fla.
Miss Clem Hampton.....Tallahassee, Fla.
B. B. Lane.....Tallahassee, Fla.

State Agent for Negro Rural Schools.

J. H. Brinson.....(Box 1055) Jacksonville, Fla.

State Director of Vocational Education.

Shelton Philips.....Williston, Fla.

State Supervisor of Agriculture.

E. A. Haynie.....Gainesville, Fla.

State Supervisor of Trades and Industries.

T. H. Quigley.....Gainesville, Fla.

State Supervisor of Home Economics.

Miss Lucy Cushman.....Tallahassee, Fla.

REGISTER OF STATE SUPERINTENDENTS.

	Term Began.
C. Thurston Chase	August —, 1868
Rev. Charles Beecher	March 18, 1871
Johnathan C. Gibbs (colored)	January 23, 1873
Samuel B. McLin, Secretary of State and Acting State Superintendent	August 17, 1874
Rev. William Watkin Hicks	March 1, 1875
William P. Haisley	January 6, 1877
Eleazer K. Foster	January 31, 1881
Albert J. Russell	February 21, 1884
William N. Sheats	January 3, 1893
William M. Holloway	January 3, 1905
William N. Sheats	January 7, 1913

STATE BOARD OF EDUCATION, EX-OFFICIO.

(*Their Terms Expire January* 4, 1921.)

Sidney J. Catts, Governor	President.
H. Clay Crawford	Secretary of State.
J. C. Luning	State Treasurer.
Van C. Swearingen	Attorney General.
Wm. N. Sheats, Secretary and State Superintendent of Public Instruction.	

PRESENT STATE BOARD OF CONTROL.

	Terms Expire.
J. B. Hodges, Chairman	Lake City, July 2, 1921
Ed. L. Wartmann	Citra, June 23, 1923
P. K. Yonge	Pensacola, July 7, 1921
H. B. Minium	Jacksonville, July 1, 1921
J. B. Sutton	Tampa, June 29, 1923
J. T. Diamond, Secretary	Tallahassee

PRESENT COUNTY SUPERINTENDENTS.

(Their Terms Expire January, 1925.)

COUNTY.	SUPERINTENDENT.	POSTOFFICE.
Alachua	E. R. Simmons	Gainesville.
Baker	W. R. Simmons	Macclenny.
Bay	C. C. Mathis	Panama City.
Bradford	H. B. Wiggins	Starke.
Brevard	S. J. Overstreet	Titusville.
Broward	J. S. Rickards	Ft. Lauderdale.
Calhoun	P. F. Fisher	Blountstown.
Citrus	Jesse Montague	Inverness.
Clay	P. L. Tippins	Green Cove Springs.
Columbia	J. W. Burns	Lake City.
Dade	Chas. M. Fisher	Miami.
DeSoto	P. G. Shaver	Arcadia.
Duval	F. A. Hathaway	Jacksonville.
Escambia	A. S. Edwards	Pensacola.
Flagler	D. B. Brown	Bunnell.
Franklin	A. A. Core	Apalachicola.
Gadsden	C. H. Gray	Quincy.
Hamilton	W. W. Bradshaw	Jasper.
Hernando	L. D. Hathaway	Brooksville.
Hillsborough	J. E. Knight	Tampa.
Holmes	T. J. McDade	Bonifay.
Jackson	C. W. Lockey	Marianna.
Jefferson	W. M. Scruggs	Monticello.
Lafayette	J. W. Morgan	Mayo.
Lake	D. H. Moore	Tavares.
Lee	J. D. McFerron	Ft. Myers.
Leon	F. S. Hartsfield	Tallahassee.
Levy	T. W. Price	Bronson.
Liberty	J. E. Roberts	Bristol.
Madison	T. C. Simms	Madison.
Manatee	B. D. Gullett	Bradentown.
Marion	H. G. Shealy	Ocala.
Monroe	V. S. Lowe	Key West.
Nassau	J. T. Goodbread	Callahan.
Okaloosa	G. W. Barrow	Crestview.
Okeechobee	W. R. Terrell	Okeechobee.
Orange	A. B. Johnson	Orlando.
Osceola	C. E. Yowell	Kissimmee.
Palm Beach	Miss Agnes Ballard	West Palm Beach.
Pasco	E. B. O'Berry	Dade City.
Pinellas	R. S. Blanton	Clearwater.
Polk	C. A. Parker	Bartow.
Putnam	C. H. Price	Palatka.
St. Johns	D. D. Corbett	St. Augustine.
St. Lucie	E. E. Smith	Ft. Pierce.
Santa Rosa	R. B. Hobbs	Milton.
Seminole	T. W. Lawton	Sanford.
Sumter	W. T. Eddins	Bushnell.
Suwannee	J. A. Holmes	Live Oak.
Taylor	W. T. Cash	Perry.
Volusia	C. R. M. Sheppard	DeLand.
Wakulla	Jacob C. Pigott, Jr.	Arran.
Walton	J. J. Kennedy	DeFuniak Springs.
Washington	J. T. Hightower	Vernon.

LETTER OF TRANSMITTAL.

Department of Public Instruction,
Tallahassee, Florida, July 1, 1920.

To His Excellency,
Sidney J. Catts,
Governor of Florida.

Dear Sir:—In compliance with Section 27, Article IV., of the Constitution, I have the honor to submit herewith the Bi-ennial Report from the Department of Public Instruction for the two years, beginning July 1, 1918, and ending June 30, 1920.

Yours obediently,
W. N. SHEATS,
State Superintendent of Public Instruction.

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REPORT OF THE PUBLIC SCHOOLS OF THE STATE OF FLORIDA FOR THE FIFTY-FIRST AND FIFTY-SECOND YEARS OF THEIR EXISTENCE.

FOREWORD.

An outline of the Plan and Subject Matter of this Report is presented briefly for the convenience and guidance of any one desiring to investigate matters presented herein.

Chapter I. presents the educational statistics of the State as a whole. These are recorded for the years 1900, 1910, and 1920, so as to represent more strikingly the progress of the development of the public schools in the last two ten year periods.

The latter part of the Chapter records other Comparative Statistics, designed to show how public education in Florida ranks, by comparison on a few deciding counts, with the average in the United States, the General Divisions of States, in ten States leading, and in ten States being led in the all-important State function of public education.

Chapter II. contains the Recommendations of the State Superintendent as to present needful legislation, and Sundry Reports on minor matters expedient and required by statute to be reported.

Chapters III. and IV. present in tabulated form the reports of County Superintendents school operations in their respective counties for the school years 1918-19 and 1919-20.

These two chapters are the ones which cost the Educational Department worlds of work and worry, not conceivable to one without experience in gathering from such sources and in tabulating such data.

Chapter V. relates to Vocational Education and contains the report and recommendations of the State Director of the schools supported by Federal and State appropriations. The State Superintendent makes brief mention and recommendation also as to vocational schools in Chapter II.

Chapter VI. contains the reports of the State Rural School Inspectors, including their suggestions and recommendations. The State Superintendent makes recommendations also in regard to this work in Chapter II.

Chapter VII. reports such data relating to the Summer Schools for Teachers as is required to be reported by statute.

Chapter VIII. is the report of the State High School Inspector, containing a register of the State accredited high schools, the statistics of the same, and his recommendations for their betterment.

Chapter IX. contains a brief report of each of the presidents of the four State Schools for Higher Education. Their annual catalogue and the Report of the Board of Control furnish much more extended information of the work of these State Schools.

Chapter X. gives space for brief and limited reports, such as the heads of the leading Private and Denominational Schools of the State could be induced to make. The space accorded each must necessarily be limited.

Chapter XI. gives sample test questions used by the State Board of Examiners in their examinations for the several kinds and grades of certificates.

It also contains rosters of teachers holding valid certificates of different grades, published in compliance with law.

Chapter XII. records the Bi-ennial Reports of County Superintendents, at least of all that could be induced to file such reports. These reports are supposed to give in brief the educational condition of each county, showing the educational sentiment as reflected through better buildings and equipment, increased expenditures for salaries of teachers and everything pertaining to educational advancement. This report is the real opportunity of the County Superintendent to get his work on permanent record, a privilege to be coveted if he really attempted and succeeded in doing anything worthy of preservation. These bi-ennial reports provide the best testimony obtainable of the real work and worth of County Superintendents, and indicate more truthfully than anything else the true status of educational conditions existing in the counties, provided the investigator is skilled in reading between the lines as well as the printed page.

Chapter XIII. reports briefly the sayings and doings of the State Conference of County Superintendents, other School Officials and High School Principals, held at Live Oak in February, 1921. The work of this conference does not belong to the period embraced in this Report, but since the

conference antedated the issuing of the Report from the press, the reasons for giving space to its proceedings are justifiable.

It is believed that the conclusions reached after free and full discussion by this body, composed of interested and leading educators, and its recommendations, offer the best expert suggestion obtainable by the legislator honestly desirous of doing something that will really promote the educational advancement of the State. It is for this reason that space is given for the proceedings of this Conference out of proper date.

Growth Apparent.—The statistical part of this report, particularly the Comparative Statistics given in ten year periods in Chapter I., clearly indicate continuous growth in the public schools of the State, greater by far than the growth in population.

The largely increased school revenues provided, the readiness of the people in voting upon themselves special tax district school levies, the great enhancement in the character and value of school buildings and equipment, the large increase in the salaries paid teachers, all of these bespeak a healthy school sentiment and a growing willingness on the part of the people to sustain their public schools and a demand for better ones.

Conclusion.—This Report, which has cost an enormous amount of time, labor, and even money, is presented with the hope that its immense cost will be fully justified and compensated for by being the means of securing at the hands of the Legislature the enactment of such laws as are needful to insure further and continuous growth and development in the educational system of the State.

CHAPTER I.

SUMMARY AND COMPARATIVE STATISTICS.

The statistical facts of any two consecutive years do not furnish sufficient data for determining the progress in any State School System, therefore the totals, or State statistics, of salient educational facts, presented in Chapter IV. for the year 1919-20, are brought forward and placed in juxtaposition with like statistics of 10 and 20 years previous. Educational conditions of Florida at three decennial periods may be ascertained from this Chapter I. The use of facts ten years apart will give a much clearer idea of the rate of progress of public education in the State than if the same data for any two consecutive years were presented as is usual in such reports.

The totals brought forward in this Chapter will prove quite convenient for investigators desiring only statistical data for the whole State. These totals are found at the tops of the pages in the Statistical Tables of the bi-ennial reports of the State Superintendent embracing the years 1900, 1910, and 1920.

Those desiring to know any statistical fact of any particular county, may find it for the school year 1918-19 by consulting the proper Table in Chapter III. of this report, or for the school year 1919-20 by referring to Chapter IV. of this report.

A school year begins with July first of one year and ends with June thirtieth of the succeeding year; but for the sake of brevity in this Chapter, the last half of a calendar year designating a school year will be used; for example, the school year 1919-20 will be designated as 1920.

The reports for 1900 and 1920 were made by State Superintendent Wm. N. Sheats, the one for 1910 was made by State Superintendent Wm. M. Holloway. When any item is left blank, it is because the report for that year did not record that information.

SUMMARY AND COMPARATIVE STATISTICS

PART I.—RELATING TO SCHOOLS.

	1900.	1910.	1920.
Total Population—			
Both Races	*528,542	*751,139	*966,210
White	297,333	443,172	605,356
Negro	230,730	307,967	360,854
*United States Census.			
School Population (6 to 21)—			
Both Races	161,428	211,530	284,223
White	93,351	125,343	186,143
Negro	68,077	86,187	98,080
Number of Schools Taught—			
Both Races	2,443	2,562	2,609
White	1,813	1,848	1,876
Negro	630	714	733
School Enrollment—			
Both Races	108,874	148,089	225,160
White	67,077	92,834	157,666
Negro	41,797	55,255	67,494
White Males	34,249	46,863	79,011
White Females	32,828	45,971	78,655
Negro Males	19,716	25,543	32,020
Negro Females	22,081	29,712	35,474
Average Daily Attendance—			
Both Races	75,003	103,892	165,720
White	46,267	63,243	115,919
Negro	28,736	40,649	49,801
White Males	23,160	31,473	57,745
White Females	23,107	31,770	58,174
Negro Males	13,492	18,577	23,571
Negro Females	15,244	22,072	26,230
Aggregate Days' Schooling Given—			
Both Races	7,583,888	11,962,086	22,056,531
White	4,920,114	7,977,901	16,516,095
Negro	2,663,774	3,984,185	5,540,436
Average School Term in Days—			
Both Races	93	106	133
White	95	110	142
Negro	87	96	111

PART II.—RELATING TO PUPILS.

Percentage of Youth (6 to 21) Enrolled—			
Both Races	67	71	79
White	72	78	84
Negro	61	65	68
Percentage of Enrolled Attended Daily—			
Both Races	69	70	73
White	69	68	73
Negro	69	73	73
Average Youth for Each School—			
Both Races	66	82	108
White	51	68	99
Negro	108	121	133
Average Enrollment for Each School—			
Both Races	44	58	86
White	37	50	84
Negro	66	77	92

	1900.	1910.	1920.
Average Daily Attendance for Each School—			
Both Races	31	40	63
White	25	34	61
Negro	46	57	68
Average Days' Schooling for Each Youth—			
Both Races	47	59	77
White	52	69	88
Negro	39	49	56
Transportation of Pupils—			
Number Transported	*	†	7,966
White	*	†	7,935
Negro	*	†	31
Total Cost of Transportation	*	$24,132	$216,689
Cost per pupil	*	†	$27.20
Educational Status of Youth Enrolled—			
Total in Chart	14,340	20,211	31,957
White	5,603	7,557	13,406
Negro	8,737	12,654	18,551
Total in First Grade	20,937	25,625	36,421
White	10,813	13,496	22,900
Negro	10,124	12,129	13,521
Total in Second Grade	18,036	20,465	28,870
White	10,053	11,232	18,987
Negro	7,983	9,233	9,883
Total in Third Grade	17,717	18,785	28,489
White	10,864	11,059	19,163
Negro	6,853	7,726	9,326
Total in Fourth Grade	17,776	18,266	26,627
White	12,700	12,172	19,634
Negro	5,076	6,094	6,993
Total in Fifth Grade	12,087	15,394	21,810
White	9,702	11,244	17,176
Negro	2,385	4,150	4,634
Total in Sixth Grade	*	*	16,222
White	*	*	13,951
Negro	*	*	2,271
Total in Seventh Grade	*	*	12,072
White	*	*	10,983
Negro	*	*	1,089
Total in Eighth Grade	*	*	9,997
White	*	*	9,271
Negro	*	*	726
Total in Ninth Grade	*	*	5,754
White	*	*	5,507
Negro	*	*	247
Total in Tenth Grade	*	*	3,344
White	*	*	3,191
Negro	*	*	153
Total in Eleventh Grade	*	*	2,058
White	*	*	2,013
Negro	*	*	45
Total in Twelfth Grade	*	*	1,539
White	*	*	1,484
Negro	*	*	55

*No transportation at that date; †No data.

	1900.	1910.	1920.
*Total in Grades above Fifth	7,703	27,975	50,986
White	7,127	24,745	46,400
Negro	576	3,230	4,586

*In the years 1900 and 1910, the totals of all pupils above the Fifth Grade were reported as in "Higher Branches."

PART III.—RELATING TO TEACHERS.

Number of Teachers' Positions Filled—	1900.	1910.	1920.
Both Races	3,191	4,469	6,651
White	2,375	3,338	5,218
Negro	816	1,131	1,433
Average Youth per Teacher—			
Both Races	50	47	42
White	40	37	35
Negro	83	76	68
Average Enrollment per Teacher—			
Both Races	34	33	33
White	28	28	32
Negro	51	50	47
Average Daily Attendance per Teacher—			
Both Races	23	23	25
White	20	19	22
Negro	35	36	34
Number of Different Teachers Employed—			
Both Races	2,729	4,015	6,821
White	2,084	3,041	5,554
Negro	645	974	1,267
Certificates Held by Teachers Employed—			
Total State	8	†	180
White	8	†	176
Negro	0	†	4
Total Life State	2	†	134
White	2	†	131
Negro	0	†	3
Total Graduate State	*	*	170
White	*	*	169
Negro	*	*	1
Total Life Graduate State	*	*	
White	*	*	
Negro	*	*	
Total Special	*	*	325
White	*	*	312
Negro	*	*	13
Total Primary	*	*	132
White	*	*	129
Negro	*	*	3
Total Life Primary	11	†	112
White	11	†	110
Negro	0	†	2
Total Life First Grade (Three Kinds Combined)	*	†	171
White	*	†	143
Negro	*	†	28

*None at that date. †Reported under head, "All Other Certificates."

	1900.	1910.	1920.
Total First Grade	592	1,072	1,138
White	556	982	1,067
Negro	36	90	71
Total Second Grade	1,290	1,589	2,387
White	1,005	1,132	1,817
Negro	285	457	570
Total Third Grade	772	927	1,026
White	458	574	645
Negro	314	353	381
Total Temporary	54		518
White	44		397
Negro	10		121
Total Courtesy	*	*	*
White	*	*	*
Negro	*	*	*
*Not then in existence.			
Total "All Other Certificates"		460	
White		409	
Negro		51	
Result of Teachers' Examinations—			
Total Examinees	1,963	2,048	3,006
White	1,240	1,443	2,195
Negro	723	605	811
Total Failed to Pass	549	733	1,050
White	216	376	574
Negro	333	357	476
First Grade Certificates Issued	242	268	223
White	218	254	209
Negro	24	14	14
Second Grade Certificates Issued	594	437	539
White	470	369	478
Negro	124	68	61
Third Grade Certificates Issued	578	610	867
White	336	444	616
Negro	242	166	251
Total Primary Certificates Issued	*	21	34
White	*	21	32
Negro	*		2
Total Special Certificates Issued	*	*	276
White	*	*	269
Negro	*	*	7
Total State Certificates Issued	3	12	17
White	3	12	17
Negro			0
*None at that date.			
Other Facts of Teachers Employed—			
Graduates of Normal Schools	289	744	919
White	246	552	797
Negro	43	192	122
Total Attended Summer Schools	662	788	1,113
White	519	661	902
Negro	143	127	211
Total Attended State Associations	402	659	825
White	329	522	561
Negro	73	137	264
Total Taking Educational Journal	1,459	1,821	3,279
White	1,135	1,414	2,688
Negro	324	407	591

	1900.	1910.	1920.
Total Non-Resident Teachers	362	1,079	1,421
White	293	854	1,255
Negro	69	225	165
Of County Where Taught	277	858	1,065
White	218	647	915
Negro	59	211	153
Of the State of Florida	85	221	353
White	75	207	340
Negro	10	14	13
Average Age of Teachers—			
All Teachers	27	28	27
White Males	30	30	32
White Females	26	26	25
Negro Males	32	34	40
Negro Females	25	25	27
Average Experience of Teachers in Months—			
All Teachers	41	41	46
White Males	46	52	62
White Females	34	36	39
Negro Males	63	79	110
Negro Females	39	40	51
Percentage of Male Teachers—			
Both Races			16
White			15
Negro			17
Aggregate Salaries Paid Teachers—			
*All Teachers	$522,576	$1,109,968	$3,447,238
White Males	156,523	274,789	654,516
White Females	264,826	674,326	2,445,412
Negro Males	50,828	48,904	79,281
Negro Females	50,397	111,949	268,029
*Cents omitted.			
Average Monthly Salaries Paid Teachers—			
All Teachers	$34.58	$52.16	$ 79.80
White Males	42.20	68.13	119.80
White Females	34.22	55.80	81.00
Negro Males	29.06	33.68	61.20
Negro Females	26.36	30.18	43.20
Highest Monthly Salaries Paid Teachers—			
White Males	$150.00	$300.00	$388.88
White Females	100.00	150.00	200.00
Negro Males	90.00	90.00	166.66
Negro Females	50.00	75.00	100.00

PART IV.—RELATING TO FINANCES.

Taxation for Schools—			
State Assessment	$93,527,353	$165,649,406	$356,880,287
Polls Assessed	65,053	66,350	85,357
State One Mill Levy	93,527	165,649	356,880
County Taxes Levied	454,909	1,143,186	3,468,814
District Taxes Levied	*	243,228	1,525,839
Number Special Tax Dist.	*	481	883
*Not reported.			
Taxes Collected—			
Poll Taxes	$ 36,432	$ 61,642	$ 102,002
One Mill Tax	85,670	134,708	307,536
County Taxes	371,539	926,010	2,967,978
District Taxes	40,231	200,088	1,300,164
Totals	$533,873	$1,322,448	$4,677,680

School Fund Receipts and Sources— (Including Back Taxes.)	1900.	1910.	1920.
Cash on Hand	$ 74,608	$275,077	$1,786,584
Poll Taxes	36,432	61,642	102,002
Back Polls	11,396	15,456	43,431
One Mill Apportionment	88,892	158,669	359,169
County Taxes	371,539	926,010	2,967,978
Back County Taxes	68,418	149,645	283,358
District Taxes	40,231	200,088	1,300,164
Back District Taxes		34,893	118,966
Interest on State Fund	35,557	37,393	68,338
Tuition Non-Resident Pupils	402	12,227	1,509
Examination Fees	1,967	2,044	**
Borrowed Money			1,726,187
Sale of Bonds			936,330
All Other Sources	24,627	32,616	1,010,386
Totals	$754,072	$1,905,760	$10,704,402

**Now applied to expenses of State Board of Examiners.

Expenditures for Buildings and Equipment—			
Lots	$ 2,962	$ 33,114	$ 90,083
New Buildings	21,760	219,041	782,988
Furniture	8,922	22,074	107,198
Apparatus	2,146	7,146	57,712
Libraries	*	*	4,268
Totals	$35,790	$281,375	$1,042,249

*Included with apparatus.

Expenditures for Schools Proper—			
Salaries of Teachers	$522,576	$1,109,968	$3,447,238
Repairs of Buildings	8,671	37,653	216,138
Insurance	2,640	8,890	43,118
Rent	1,394	3,510	8,906
Janitors	4,166	16,647	116,882
Fuel	1,351	3,847	29,059
Free Books	2,633	7,124	13,118
Transportation of Pupils		24,133	216,689
School Incidentals	18,181	45,110	305,092
Totals	$561,612	$1,256,882	$4,396,240

Expenditures for Administration—			
Salaries of Co. Supts.	$30,670	$56,700	$110,606
Traveling Exp. Co. Supts.	1,443	1,994	10,304
Per Diem and Mileage School Boards	8,395	15,284	25,413
Incidentals Co. Supts. and Boards	4,714	17,824	62,595
Printing		4,051	18,624
Treasurer's Commissions	9,735	32,228	*
Teachers' Examinations	2,443	2,901	†
Tuition County-line Pupils	532	2,031	2,339
Institutes and Summer Schools	1,469	3,222	6,011
Undistributed Books, Furniture, &c.		10,175	114,680
Interest on Debts	10,417	42,564	409,992
All Other Purposes		37,047	804,126
Totals	$69,818	$226,023	$1,564,690

*Office abolished; †$10,482.80 applied to expenses of the State Board of Examiners.

	1900.	1910.	1920.
Warrants Drawn—			
For Total School Expenditures	$765,777	$1,764,280	$7,003,179
For Borrowed Money		325,712	2,157,073
Total	$765,777	$2,089,992	$9,160,252
Indebtedness of County Funds—			
Warrants Outstanding	$170,606	$670,963	$ 166,104
Time-Warrants Outstanding			2,955,806
Total	$170,606	$670,963	$3,121,910
Indebtedness of Boards in District Funds—			
Warrants Outstanding			$ 92,067
Time Warrants Outstanding			107,990
Bonds Outstanding			5,680,850
Total			$5,880,907
Total Indebtedness—			
County Funds	$170,606	$670,963	$3,121,910
District Funds			5,880,907
Total	$170,606	$670,963	$9,002,817
Cash on Hand—			
In County Funds	$84,880	$308,802	$ 653,630
In District Funds			1,607,273
Total	$84,879	$308,802	$2,260,903
Net Indebtedness—			
In County Funds	$85,726	$506,555	$2,615,740
In District Funds			4,303,221
Total	$85,726	$506,555	$6,918,961

PART V.—RELATING TO SCHOOL EXPENDITURES.

Total School Expenditure for Both Races—			
For Buildings and Equipment	$ 35,790	$ 281,375	$1,042,249
For Schools Proper	561,613	1,256,882	4,396,240
For Administration	69,818	226,023	1,564,690
Total	$667,221	$1,764,280	$7,003,179
Expenditure for White Schools—			
For Buildings and Equipment	$ 30,045	$ 236,355	$ 940,402
For Schools Proper	456,746	1,096,028	4,013,970
For Administration, Prorated	46,545	150,682	1,385,921
Total	$533,336	$1,483,065	$6,340,293
Expenditure for Negro Schools—			
For Buildings and Equipment	$ 5,745	$ 45,020	$101,847
For Schools Proper	104,867	160,854	382,279
For Administration, Pro-rated	23,273	75,341	178,768
Total	$133,885	$281,215	$662,894
Per Capita Expenditure for Both Races—			
Per Inhabitant	$ 1.26	$ 2.35	$ 7.24
Per Youth of School Age	4.13	8.34	24.63
Per Pupil Enrolled	6.13	11.91	31.10
Per Pupil Attending Daily	8.89	16.98	42.25

	1900.	1910.	1920.
Per Capita Expenditure for Whites—			
Per White Inhabitant	$ 1.79	$ 3.34	$10.47
Per White Youth of School Age	5.71	11.83	34.06
Per White Pupil Enrolled	7.95	15.97	40.21
Per White Pupil Attending Daily	11.52	23.45	54.69
Per Capita Expenditure for Negroes—			
Per Negro Inhabitant	$0.58	$0.91	$ 1.83
Per Negro Youth of School Age	1.97	3.26	6.75
Per Negro Pupil Enrolled	3.20	5.09	9.82
Per Negro Pupil Attending Daily	4.65	6.91	13.31
Per Capita Cost of Teachers, Counting Both Races—			
Per Inhabitant	$0.99	$ 1.47	$ 3.57
Per Youth of School Age	3.23	5.24	12.13
Per Pupil Enrolled	4.80	7.49	15.31
Per Pupil Attending Daily	6.96	10.68	20.80
Per Capita Cost of White Teachers—			
Per White Inhabitant	$1.42	$ 2.14	$ 5.12
Per White Youth of School Age	4.51	7.57	16.66
Per White Pupil Enrolled	6.28	10.22	19.66
Per White Pupil Attending Daily	9.10	15.01	26.74
Per Capita Cost of Negro Teachers—			
Per Negro Inhabitant	$0.43	$0.43	$0.96
Per Negro Youth of School Age	1.48	1.86	3.54
Per Negro Pupil Enrolled	2.42	2.91	5.14
Per Negro Pupil Attending Daily	3.52	3.96	6.97
One Mill Tax Apportionment—			
Largest Amount Received for $1 Paid:			
Gadsden County	$2.92		
Jackson County		$2.85	
Jefferson County			$5.60
Smallest Am't Rec'd for $1 Paid:			
Dade County	$0.27		
Palm Beach County		$0.43	
Okeechobee County			$0.34
Facts Relating to County Superintendents—			
Visits to Schools One Hour or More Long:			
To White Schools	2,275	2,492	3,459
To Negro Schools	594	594	487
Average Salary	$681.56	$1,263.30	$2,048.25
Highest Salary:			
Hillsborough County	$1,800.00		
Hillsborough County		$3,000.00	
Polk County			$5,085.00
Lowest Salary:			
Franklin County	$77.00		
Franklin, Liberty and Wakulla		$600.00	
Wakulla County			$955.00
Largest Traveling Expense:			
Clay County	$340.00		
Hillsborough County		$375.00	
Orange County			$990.83
Smallest Traveling Expense:			
Wakulla County	$6.45		
(25 counties paid none.)			
Wakulla County		$8.00	
(25 counties paid none.)			
Brevard County			$15.00
(13 counties paid none.)			

	1900.	1910.	1920.
Average Traveling Expense:			
Of 20 Counties Paying	$72.17		
Of 22 Counties Paying		$90.62	
Of 41 Counties Paying			$251.30

PART VI.—RELATING TO SCHOOL PROPERTY AND VALUES.

Total School Buildings—	1900.	1910.	1920.
Both Races	1,979	2,818	2,532
For Whites	1,562	2,068	1,945
For Negroes	417	750	587
Total Concrete			66
For Whites			63
For Negroes			3
Total Brick	13	56	213
For Whites	10	54	206
For Negroes	3	2	7
Total Frame	1,780	2,449	2,253
For Whites	1,393	1,778	1,945
For Negroes	387	671	587
Total Log	186	313	*.....
For Whites	159	236	*.....
For Negroes	27	77	*.....
Total Rooms in Buildings	2,683	4,186	6,721
For Whites	2,090	3,186	5,550
For Negroes	593	1,000	1,171
Total Patent Double Desks	18,236	39,580	36,462
For Whites	14,864	30,863	22,645
For Negroes	3,372	8,717	13,817
Total Patent Single Desks	6,431	32,683	126,204
For Whites	5,490	30,915	115,503
For Negroes	941	1,768	10,701
*Disappeared.			
Total Square Yds. Blackboards	32,016	49,325	80,580
For Whites	26,498	40,265	70,004
For Negroes	5,518	9,060	10,576
Total Volumes in Libraries	*.....	*.....	165,207
For Whites	*.....	*.....	159,645
For Negroes	*.....	*.....	5,562
*No data.			
Value of School Property—			
School Lots	$116,314	$410,415	$2,068,291
For Whites	89,192	366,237	1,934,699
For Negroes	27,122	44,178	133,592
School Buildings	$542,044	$1,901,054	$9,875,268
For Whites	458,237	1,722,308	9,174,002
For Negroes	83,807	178,746	701,266
Value of Lots and Buildings—			
For Whites	$547,429	$2,088,545	$11,108,701
For Negroes	110,929	222,924	834,858
Total	$658,358	$2,311,469	$11,943,559
Value of Furniture—			
For Whites	$ 87,377	$245,069	$1,041,856
For Negroes	17,367	32,054	88,800
Total	$104,744	$277,123	$1,130,656

Value of Apparatus—			
For Whites	34,956	57,446	267,554
For Negroes	6,543	5,119	12,903
Total	$41,499	$62,565	$280,457
Value of Libraries—			
For Whites	*	*	188,002
For Negroes	*	*	5,110
Total	*	*	193,112
Value of All School Property	$804,601	$2,651,157	$13,547,784
Financial Condition of County Boards—			
Total Net Indebtedness July 1	$85,726	$506,555	$6,918,961
Number Counties Having Net Indebtedness	28	27	42
Smallest Net Indebtedness:			
Wakulla County	$160.00		
Hamilton County		$448	
Nassau County			$459
Largest Net Indebtedness:			
Alachua County	$26,001.72		
Duval County		$120,724	
Duval County			$1,172,059
Total Net Cash Balance July 1	$48,168.88	$137,846	$177,044
Number Counties Having Net Cash Balance	17	20	17
Smallest Net Cash Balance:			
Jefferson County	$3.76		
Madison County		$382	
Levy County			$110
Largest Net Cash Balance:			
Volusia County	$8,309.05		
Volusia County		$21,008	
Alachua County			$50,074

Observations on the Foregoing Statistics.

It will be unnecessary to attempt further to explain the foregoing statistical data, as they show clearly the educational status of the State at the end of the two ten year periods.

The employment of explanatory foot notes and the leaving of several items blank, were due to the fact that earlier report forms did not call for that particular information or for itemized facts like later blanks. As illustration, the older report forms did not demand the classification of pupils above the Fifth Grade, but all pupils from the Sixth to the Twelfth Grade inclusive were reported in one total as "Pupils in Higher Branches." Many items of expenditures were combined and not given in detail as in later report blanks.

The fact stands out prominently in these Comparative Statistics, namely, that there was growth along all material

lines in the schools of the State during each of the past two decades, more marked in the last ten years. This growth is sufficient to awaken a feeling of pride in all who have contributed towards bringing about this development. The growth for any year was not startling, but it has been regular and continuous.

As the facts speak for themselves, it is deemed unnecessary to make further comment.

OTHER COMPARATIVE STATEMENTS.

Since great numbers seeing this report do not have access to other educational reports, and many really believe that the taxpayers of Florida are the worst tax-ridden people in the world in the matter of public education, and are often heard to say that the public schools of this State are leading all others, it is deemed expedient to introduce here other Comparative Statistics for the information of such people.

Error in any shape is always dangerous, and unless the foolish notion, that their own State is out-ranking all others in support of the free schools, can be dispelled by arming them with the exact truth, such people are liable to start a crusade that may turn backward the tide of educational progress.

Education in Florida has certainly not reached the point where the zeal or the efforts of any should be cooled or slackened. Nothing can be more helpful in keeping alive the spirit of progress than exact knowledge of the true status and the relative standing of the State as compared with other States. If one State is being led by another in any worthy cause, a knowledge of it will serve to stimulate the lagging one to greater exertions, and on the contrary, when a people are actually leading a knowledge of the fact serves to produce greater activity that they may continue to lead. Hence it is the part of wisdom to deal honestly with the public and keep the masses, at least pupils and patrons, correctly informed of their true status in all matters relating to their welfare.

The performance of this duty suggests the introduction of the following Comparative Statistics, showing how the work of the public schools in Florida compares with the average in the whole United States, in the five General Divisions of States, with ten States of the Union ranking highest and

ten States ranking lowest on the deciding count on which comparison is made.

When these comparisons are completed no reasonable person will contend that Florida is leading the country educationally, nor will any sensible friend to the youth of the State continue to bewail the burdens of taxation for public schools.

The Comparative Statistics will be limited to the following eight points, each being material in establishing the value and rank of a State System of Schools:

1. Percentage of School Population Enrolled.
2. Percentage of Enrolled in Daily Attendance.
3. Average Length of School Term in Days.
4. Average Days' Schooling Given per Youth.
5. Percentage of Men Teachers.
6. Average Value of School Buildings.
7. Average Monthly Salaries Paid Teachers.
8. Average per Capita School Expenditures.

These eight items of comparison are ample without further comment to convince the most unsophisticated that the schools of Florida must advance greatly before they can equal, not to say lead, many States of the Union.

Before instituting the comparisons indicated above, it will be helpful to name the States composing each of the Sections, or Grand Divisions of the United States, as follows:

North Atlantic Division.—Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania—9 States.

North Central Division.—Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri, North Dakota, South Dakota, Nebraska, Kansas—12 States.

South Atlantic Division.—Delaware, Maryland, District of Columbia, Virginia, West Virginia, North Carolina, South Carolina, Georgia, Florida—8 States.

South Central Division.—Kentucky, Tennessee, Alabama, Mississippi, Louisiana, Texas, Arkansas, Oklahoma—8 States.

Western Division.—Montana, Wyoming, Colorado, New Mexico, Arizona, Utah, Nevada, Idaho, Washington, Oregon, California—11 States.

It will be observed that the Statistics used in these Comparisons are for the school year 1918, because these are the latest obtainable, while those of Florida are for the year

1920—two years later—which is slightly to the advantage of Florida.

1. PERCENTAGE OF SCHOOL POPULATION ENROLLED.

In the United States	75.3
In the North Atlantic Division	72.3
In the North Central Division	77.2
In the South Atlantic Division	72.2
In the South Central Division	75.7
In the Western Division	87.3

FLORIDA COMPARED WITH OTHER STATES.

Ten Highest in 1918.		Ten Lowest in 1918.	
Montana	116.6	Louisiana	55.1
Arizona	102.0	Rhode Island	62.3
California	99.4	Wisconsin	64.1
Wyoming	97.4	Maryland	64.8
Iowa	91.0	New Hampshire	66.1
Idaho	86.0	New Mexico	67.6
Nebraska	85.3	South Dakota	68.0
Michigan	85.1	New York	68.8
Tennessee	84.8	Pennsylvania	69.1
Colorado	84.0	Delaware	69.2

Florida in 1920, both races 79; white 84, negro 68.

2. PERCENTAGE OF ENROLLED IN DAILY ATTENDANCE.

In the United States	74.6
In the North Atlantic Division	79.3
In the North Central Division	77.9
In the South Atlantic Division	67.7
In the South Central Division	65.0
In the Western Division	73.2

FLORIDA COMPARED WITH OTHER STATES.

Ten Highest in 1918.		Ten Lowest in 1918.	
Indiana	92.7	Kentucky	59.1
Oregon	89.7	Alabama	59.5
Ohio	89.2	Oklahoma	60.5
Illinois	88.4	Arizona	60.8
Massachusetts	82.2	Mississippi	60.4
Pennsylvania	81.1	South Carolina	64.9
Maine	80.8	Arkansas	65.0
Vermont	80.2	South Dakota	65.3
Wyoming	80.0	North Carolina	65.4
Michigan	79.8	New Mexico	65.8

Florida in 1920, 73.

3. AVERAGE LENGTH OF SCHOOL TERM IN DAYS.

In the United States	160.7
In the North Atlantic Division	179.0
In the North Central Division	169.3
In the South Atlantic Division	139.0
In the South Central Division	138.8
In the Western Division	164.2

FLORIDA COMPARED WITH OTHER STATES.

Ten Highest in 1918.		Ten Lowest in 1918.	
Rhode Island	193	South Carolina	113
New York	187	Arkansas	120
South Dakota	186	North Carolina	123
New Jersey	185	Alabama	124
Oregon	183	West Virginia	133
Connecticut	181	Louisiana	136
Iowa	180	Mississippi	138
Wisconsin	178	Georgia	138
Massachusetts	176	Tennessee	140
Pennsylvania	175	Virginia	141

Florida in 1920, both races 133; white 142, negro 111.

4. AVERAGE DAYS SCHOOLING GIVEN PER YOUTH.

In the United States	90.2
In the North Atlantic Division	102.2
In the North Central Division	101.4
In the South Atlantic Division	67.6
In the South Central Division	68.2
In the Western Division	104.6

FLORIDA COMPARED WITH OTHER STATES.

Ten Highest in 1918.		Ten Lowest in 1918.	
Montana	131.4	South Carolina	52.1
Oregon	122.8	Louisiana	53.8
California	122.2	Alabama	55.5
Iowa	122.1	Arkansas	63.9
Connecticut	117.4	North Carolina	64.1
Wyoming	117.0	Kentucky	66.6
Michigan	116.7	Georgia	68.0
Indiana	113.9	Virginia	68.0
Ohio	110.9	New Mexico	69.1
Utah	110.2	West Virginia	71.3

Florida in 1920, both races, 77; whites 88, negroes 56.

5. PERCENTAGE OF MEN TEACHERS.

Many persons can see no value in this item of statistics, but experienced educators admit that a large percentage of men teachers bespeaks non-progressiveness, though all agree that a reasonable percentage of men teachers add strength to any system.

In the United States	16.1
In the North Atlantic Division	9.2
In the North Central Division	14.4
In the South Atlantic Division	17.1
In the South Central Division	24.5
In the Western Division	14.5

FLORIDA COMPARED WITH OTHER STATES.

Ten Highest in 1918.		Ten Lowest in 1918.	
Arkansas	36.8	Vermont	4.1
Indiana	36.8	Nebraska	5.2
West Virginia	34.4	Connecticut	5.9
Kentucky	31.4	New Hampshire	7.3
Utah	26.6	Wyoming	7.7
Tennessee	26.1	Colorado	7.8
New Mexico	23.7	Maine	8.5
Alabama	23.5	Rhode Island	8.7
Mississippi	22.0	New Jersey	8.8
Oklahoma	22.0	Iowa	8.9

Florida in 1920, 16.

6. AVERAGE VALUE OF SCHOOL BUILDINGS.

It would possibly be more accurate if this topic read, Average Value of School Plants, as the **total value of buildings and equipment** is used in finding the average value of the buildings—the approximation is near enough for purposes of comparison, since the equipment is a small part of the cost.

	Number Buildings	Total Value	Average Value
In the United States	276,827	$1,983,508,818	$ 7,165
In the North Atlantic Division	41,258	687,356,111	16,660
In the North Central Division	110,853	775,859,502	6,999
In the South Atlantic Division	39,851	105,450,762	2,646
In the South Central Division	60,765	189,085,434	3,112
In the Western Division	23,939	209,662,977	8,758

FLORIDA COMPARED WITH OTHER STATES.

Ten Highest in 1918.	Number Buildings	Total Value	Average Value
New Jersey	2,181	$ 79,999,966	$36,680
Massachusetts	3,001	94,608,586	31,522
Rhode Island	534	12,159,619	22,770
New York	11,831	262,252,578	22,175
Connecticut	1,479	30,428,407	20,574
Utah	689	12,865,451	18,673
California	5,575	90,091,819	16,159
Pennsylvania	15,370	183,447,985	11,935
Illinois	13,420	154,619,859	11,521
Ohio	11,475	128,261,544	11,177
Ten Lowest in 1918.			
Mississippi	7,204	4,850,000	673
New Mexico	1,386	1,404,424	1,013
North Carolina	8,102	14,303,503	1,765
Georgia	8,004	15,548,968	1,942
South Carolina	4,772	9,839,638	2,062
Arkansas	6,475	13,908,117	2,147
Alabama	6,790	15,501,349	2,282
South Dakota	5,443	13,084,806	2,403
Nebraska	7,681	19,440,110	2,530
Vermont	2,000	5,123,186	2,561

Florida in 1920, for whites $6,481; for negroes, $1,604.

7. AVERAGE MONTHLY SALARIES PAID TEACHERS.

Data not obtainable to report the facts under this head later than the year 1916, except for Florida.

	Men.	Women.	All.
In United States	$ 85.36	$66.88	$70.21
In North Atlantic Division	107.96	75.90	80.15
In North Central Division	84.82	64.97	68.14
In South Atlantic Division	67.90	46.40	50.65
In South Central Division	70.56	57.02	61.18
In Western Division	117.13	88.59	95.05

FLORIDA COMPARED WITH OTHER STATES.

PAID MEN TEACHERS.

Ten Highest in 1916.		Ten Lowest in 1916.	
California	$151.63	Delaware	$57.06
Rhode Island	142.03	Georgia	65.23
Nevada	133.41	Virginia	66.07
Connecticut	127.03	Pennsylvania	68.63
Arizona	119.35	Ohio	68.73
New Hampshire	116.39	South Carolina	70.54
Idaho	112.38	Nebraska	73.21
Utah	109.90	North Dakota	75.00
Illinois	106.24	Missouri	75.65
Minnesota	98.45	Oklahoma	75.90

Florida in 1920, white males $119.80; negro males $61.20.

PAID WOMEN TEACHERS.

Ten Highest in 1916.		Ten Lowest in 1916.	
California	$106.71	Georgia	$39.25
Arizona	90.65	Delaware	42.37
Illinois	88.18	Vermont	44.84
Nevada	87.55	Virginia	45.06
Utah	80.69	Maine	49.55
Idaho	79.31	South Carolina	49.89
Texas	78.87	Pennsylvania	50.55
Montana	76.98	Nebraska	50.94
New Mexico	74.47	New Hampshire	51.05
Rhode Island	68.00	North Dakota	57.20

Florida in 1920, white females, $81.00; negro females, $43.20.

PAID ALL TEACHERS.

Ten Highest in 1916.		Ten Lowest in 1916.	
California	$113.46	Mississippi	$37.99
New York	101.70	North Carolina	42.57
Washington	99.26	Georgia	44.49
Arizona	96.30	Delaware	44.79
Idaho	95.85	Vermont	48.31
New Jersey	95.34	Virginia	48.50
Nevada	94.32	Arkansas	49.62
Illinois	91.57	Alabama	50.96
Utah	88.95	South Dakota	51.03
Massachusetts	88.03	West Virginia	51.69

Florida in 1920, $79.80.

8. AVERAGE PER CAPITA EXPENDITURES FOR SCHOOLS.

This expenditure is for "Schools Proper," and does not include outlays for lots, new buildings, new equipment, etc.

BASED ON TOTAL POPULATION.

In the United States	$7.26
In the North Atlantic Division	7.52
In the North Central Division	9.78
In the South Atlantic Division	3.77
In the South Central Division	3.59
In the Western Division	10.88

FLORIDA COMPARED WITH OTHER STATES.

Ten Highest in 1918.		Ten Lowest in 1918.	
Montana	$19.14	Mississippi	$2.13
Iowa	13.16	Alabama	2.53
Arizona	12.99	Georgia	2.59
North Dakota	12.50	North Carolina	2.65
Utah	11.81	Arkansas	2.79
Idaho	11.22	South Carolina	2.99
Nebraska	11.09	Louisiana	3.19
California	10.94	Tennessee	3.32
Minnesota	10.66	Kentucky	3.47
Wyoming	10.53	Virginia	3.72

Florida in 1920, both races $7.24; whites $10.47.

BASED ON PUPILS ENROLLED.

In the United States	$30.91
In the North Atlantic Division	40.06
In the North Central Division	39.12
In the South Atlantic Division	14.84
In the South Central Division	13.57
In the Western Division	45.38

FLORIDA COMPARED WITH OTHER STATES.

Ten Highest in 1918.		Ten Lowest in 1918.	
Montana	$59.61	Mississippi	$7.89
Nevada	52.71	North Carolina	8.49
Washington	49.81	Alabama	9.35
North Dakota	48.17	Georgia	10.28
California	47.88	Tennessee	10.29
Oregon	46.50	Arkansas	10.77
Wyoming	46.42	South Carolina	11.34
Iowa	46.15	Virginia	15.00
New Hampshire	45.64	Kentucky	15.58
Arizona	45.52	Louisiana	15.89

Florida in 1920, both races $31.10; whites $40.21.

BASED ON PUPILS IN DAILY ATTENDANCE.

In the United States	$41.45
In the North Atlantic Division	50.55
In the North Central Division	50.77
In the South Atlantic Division	23.69
In the South Central Division	20.97
In the Western Division	62.13

FLORIDA COMPARED WITH OTHER STATES.

Ten Highest in 1918.		Ten Lowest in 1918.	
Montana	$80.54	Mississippi	$12.32
Arizona	74.81	North Carolina	12.97
Nevada	73.37	Tennessee	14.99
North Dakota	67.81	Georgia	15.17
California	67.18	Alabama	15.69
Washington	67.18	Arkansas	16.63
South Dakota	63.30	South Carolina	17.48
Iowa	61.87	Virginia	22.13
Idaho	61.28	Louisiana	22.16
Colorado	58.65	Texas	24.65

Florida in 1920, both races $42.25; whites $54.69.

CHAPTER II.

RECOMMENDED LEGISLATION AND SUNDRY MINOR REPORTS.

This Chapter is designed especially for the members of the Legislature, though all else in the Report points directly or indirectly to matters requiring legislative action.

No great amount of legislation will be asked, as the school system of the State is well organized along right principles, and there are necessary only a few laws which it is thought will tend to remedy defects in the system.

No lengthy or exhaustive arguments in support of the measures recommended will be attempted, but merely a statement or two in support of the necessity of such action.

1. INCREASE OF SCHOOL REVENUE.

Enact Needful Laws to Increase School Revenues and to Prevent Unwise Expenditure of the Funds Already Provided.

It is held that the school fund of the State is inadequate and will continue to be inadequate under present Constitutional provisions for this fund. The cry is raised from every part of the State that school funds are inadequate, teachers are improperly paid, and it is even held that the present shortage of teachers is due to poor salaries through insufficiency in school funds. Forty-one County School Boards are in debt—some of them hopelessly in debt. This, in many cases, arises from bad management, but it is an undeniable fact that the school funds are not sufficient to meet the demands for advancement in the public schools.

Several propositions will be submitted to the Legislature for increasing school revenue. It is believed the one increasing the Special Tax School District Levy will practically meet the situation. More than two-thirds of the schools of the State are now supported in part by District taxes. If this millage were increased from 3 to 10 mills, or some other reasonable millage, the necessity would be met. It is hoped that, by no means, laws will be passed removing the restrictions from

school expenditures. The rapidity and recklessness with which many County School Boards create school debts out-ranks every other menace to our public school system. Provide more fund, but still restrict the unlimited creation of debt.

2. RETIREMENT OF REFUNDING BONDS.

Enact Some Measure Providing for the Retirement of $368,167 of the Florida 3% Refunding Bonds.

There is no necessity for the State's owing a dollar. Prior to the enactment causing the issuance of these Refunding Bonds, every dollar of the State School Fund was paying from 6 to 7 per cent. interest. It is certainly unjust that the State should continue to hold this large amount of the State School Fund for which it only pays 3%, when every dollar of this Fund could be invested in school securities for the betterment of the school system of the State, and school borrowers would gladly pay 6% for it. It can be invested in numerous securities of the State that are as safe as State Bonds, and every dollar would help develop the State. This amount of money need not be returned all at once, but only as the State Board of Education can invest the same within the State in safe securities.

A part of the State School Fund is also invested in Alabama Registered 3½% Bonds and in Virginia Century 3% Bonds—a total of $246,500—producing less than an average of 3¼% interest. These Bonds should be disposed of as soon as it can be done to advantage, and the proceeds thereof can be invested within the State, preferably in school securities; thus, a total of $614,667 of the State School Fund can easily be made to yield double the amount of interest that is now received for it.

3. ANNUAL REPORTS OF COUNTY SUPERINTENDENTS.

Enact a Law Providing a Penalty for Failure of a County Superintendent to File His Annual Report with the State Department of Education by Some Fixed Date.

Unless this is done, it is almost impossible for the State Superintendent to make a report to the Legislature within any reasonable date. A regulation of the State Board of Education requires these annual reports of County Superintendents to be filed in the office of the State Superintendent by the 15th day of each July. Some County Superintendents comply with

the requirement, but quite a number of them file their reports from 5 to 7 months after this date. The Statistical Clerk in the office is kept marking time waiting for these belated reports, making it utterly impossibe to prepare copy for the report of this Department so as to have it published by the session of the Legislature. The school year closes June 30th, and the schools of most counties practically close in May, giving two months, ample time for County Superintendents to make their reports so that the report of this Department could be prepared and published by the State Printer before the beginning of the new year, when the State Printer is flooded with the reports of other Departments. It takes at least four months to prepare from County reports the Statistical Tables for the report of this Department after all County Superintendents' reports are filed. Some of these reports, for various flimsy excuses, reach the State Department as late as February, though due the previous July 15th. There is no necessity for this delay. Besides the delay, some of these officers file such imperfect reports that they have to be returned time and again for correction, and often it is utterly impossible to make the different statements in the reports to agree with one another and the financial parts of them to balance.

It is not proposed to dictate the details of the necessary legislation, but it is believed that if an Act were passed making it unlawful for County School Boards to pay the salaries of County Superintendents after the date fixed for the filing of their reports,—which might be made August 1st, or even as late as September 1st,—until their annual reports are filed and accepted by the State Superintendent. When the County Board is notified by the State Superintendent that the County Superintendent's report is accepted and filed, then withheld salaries could be paid. Some such legislation would relieve the difficulty without any drastic action.

It has been suggested that a law be enacted rendering the County Superintendent subject to removal by the Governor, on the recommendation of the State Superintendent, when he fails to file his report within the time limit fixed by law, but it is not desirable to employ any harsh measures, unless it be thought the only remedy. At any rate, the Legislature is earnestly requested to enact some law that will protect the State Department of Education and prevent unnecessary delay in the filing of these reports.

It happens nearly every time, that no apportionment of the One Mill Tax or the Interest on the State School Fund can be sent to several counties until months after the regular apportionment is made, because of the failure to receive the reports of the County Superintendents furnishing the data upon which the apportionment must be based.

4. COMPULSORY SCHOOL ATTENDANCE LAW.

Make Certain Needed Amendments to the Compulsory School Attendance Law.

If the statistics filed in this office are correct, the average attendance upon schools increased 27% during the first year the State-wide Compulsory Attendance Law was in operation. This means that 27 pupils in every 100 attended school 27 days more than previous to the enactment of the law. There was an increase of 12% in the enrollment.

Some of the counties have enforced the law honestly and wisely, while quite a number have made very little effort to execute the law; and, in a few cases, even school officials have said that they were opposed to the law and wanted to make it a "dead letter" on the statute books. One or more County Judges have declared the law unconstitutional, but no authoritative Court has made such a decision. These decisions have tended very much to hinder the proper execution of the law in certain counties.

The few amendments needed to perfect the defects and insure the better enforcement of this law wil not be given in detail here, but a bill will be presented with this in view.

5. STATE UNIFORM TEXT-BOOK LAW.

Make Certain Needed Amendments in the State Uniform Text-Book Law, or Pass an Entirely New Law, Placing the Execution of It More in the Hands of the State Text-Book Commission.

The law, as enacted in 1911, is very lengthy and complicated, and contains many provisions difficult of execution, and which tend to prevent the securing of the best books published. Some of these defects were sought to be corrected by a bill passed by the last Legislature, but was vetoed by the Governor. Many publishing companies contend that, under the present law, it is impossible for them to bid their best books for use in Florida.

The old law provides for the adoption of books in midsummer, just before the opening of the schools, making it almost impossible for the publishers to supply the newly adopted books in time for the opening of the schools, causing much confusion and wasteful delay. The law should be amended so that the adoptions would occur early in the year.

It is believed that an entirely new law embodying the main features of the present law can be enacted, which will place the whole book adoption largely under the rules and regulations of the State Text-Book Commission, composed of the Governor and his entire cabinet, who are certainly capable of prescribing all the rules and regulations necessary to protect the interests of the State in the adoption of books. This would eliminate much useless detail from the law, and the interests of the State would be as well protected as at present.

A bill is likely to be presented amending the present law; also an entirely new bill with the view of simplifying the law and centering its execution largely in the hands of the State Text-Book Commission. It is hoped that the Legislature will pass one or the other of these bills.

6. REORGANIZATION OF COUNTY BOARDS OF PUBLIC INSTRUCTION.

Provide for the Reorganization of County Boards of Public Instruction, Increasing the Number to Five (5) Members.

This is now about the fourth time that the reorganization of these Boards has been recommended. In previous recommendations it was asked that women be made eligible to the Boards. This has been settled, as under the equal suffrage law women are liable in future to fill more than a just proportion of these positions. Two women were elected on School Boards at the last general election, and two have been appointed since that time.

It is believed that three members is entirely too small a number to handle the great amount of fund and to meet all the great responsibilities of this important Board. Under the present law, it often happens that the County Superintendent and every member of the Board is changed at a general election, and it amounts almost to a calamity when the school interests of a county must be turned over in the midst of the school year to an entirely new management.

The plan is to make four members of the Board elective, creating four County School Board Districts, instead of three, electing at first two of the members for two years and the other two for four years; after that, all Board members to be elected for four years—thus making the office a four-year office. The effect of this will be to carry over two of the experienced members of the Board to the next administration, preventing the turning over of the school affairs entirely to the inexperienced. The additional cost of the administration will be but a trifle.

It is recommended that the County Superintendent, who represents the whole county and whose services are paid for in another direction, be made the fifth member of this Board and given a vote on all questions except those pertaining directly to himself.

If further argument is needed upon this subject, consult Page 53 of the Report of this Department for the bi-ennium ending June 30, 1916.

7. QUALIFICATIONS FOR STATE AND COUNTY SUPERINTENDENTS.

Prescribe by Statute Qualifications for Eligibility for the Offices of State and County Superintendents.

As long as the present State Superintendent is in office, he will never cease to renew the recommendation for such a law, because he sees so clearly the defects and waste in the school system through the filling of these responsible positions with persons totally unqualified therefor. Nearly every state that elects school officials by popular vote prescribes by statute what shall be the qualifications of persons who offer for these positions.

The schools of no county will average above the efforts and ideals of the County Superintendent, and the value of the schools of the State is largely determined by the conception of the man who directs State school affairs. It has long since been demonstrated that if these officials are to be elected by popular vote, the law should prescribe some form of elimination in candidates so that persons not qualified and sufficiently experienced to wisely direct school affairs should be excluded from offering for the position. It often happens that the best hand-shaker, or the individual with the most pleasing person-

ality, is elected to discharge these most important functions of State for which he is utterly unqualified.

Nearly every previous report from this Department has furnished some argument in favor of prescribing qualifications for superintendents of schools. The public sentiment of this State largely favors some measure that will demand and insure better qualification in those upon whom the success of the schools so largely depends. Are the politicians afraid of it?

8. How Make Purchases or Award Contracts.

Enact a Law Prohibiting County Boards of Public Instruction from Making Purchases, or Letting Contracts to the Value of $100 or More, Except Upon Sealed Competitive Bids.

The action of Boards of County Commissioners is prescribed by such a law and every State Board having direction of the Institutions of the State adopt this principle. It often happens that a County School Board expends several thousand dollars in purchases, or awards a contract for several thousand dollars without those entitled to compete knowing that such purchase or contract is to be made.

For further argument on this subject, reference is made to the recommendations on Page 55 of the Report of this Department for the bi-ennium ending June 30, 1916.

9. Vocational Education.

Match Dollar for Dollar the Federal Appropriation for Vocational Education.

It is necessary to make provision for matching the Federal appropriation for Vocational Education for the bi-ennium ending July 1, 1923. It is generally known that the Federal government deemed it wise to make a large appropriation to encourage instruction in Agriculture, Trades and Industries, and Home Economics in the States. There have already been established in this State, as will be seen by Chapter V. of this Report, a number of Agricultural Schools and quite a number of classes in Trades and Industries, and also a number of Departments of Home Economics.

This feature of education is receiving much attention all over the United States. The Federal appropriation increases with each year, and in order that the State may enjoy the

benefit of this aid, it is required to make an appropriation to match, dollar for dollar, these appropriations from the Federal government. It is useless to waste time in arguing the necessity of this important matter receiving proper attention.

10. STATE BOARD OF EXAMINERS.

Make Proper Provision for the State Board of Examiners and Entertain No Proposition Looking to a Change in This Method of Holding Examinations.

Quite a majority of the states of the Union have found it necessary to take under state supervision the examination of teachers; the system of county or local examinations has passed into disrepute throughout the entire country.

The present State Board of Examiners is called upon to devote more time and to give more nerve-racking labor to its work than is required in almost any other State position. The salaries paid are not sufficient to meet the demands of the present high cost of living and are very much below what is being paid in other states, with one or two exceptions. Raise the salaries of the members of this Board, and under no consideration entertain any proposition which would return to the fraudulent, farcical, worn-out, old local examination system. It is necessary to raise the salaries of the members of this Board in order to secure and retain in these positions persons possessing the proper qualifications.

The traveling expenses allowed this Board have been found wholly inadequate with the increase in transportation and hotel rates. The examination fees almost pay the expenses of this Board, but it is hoped that a sufficient appropriation will be made to increase their salaries and provide adequate traveling expenses.

11. RURAL SCHOOL INSPECTORS.

Continue the Positions of Rural School Inspectors and Provide for Them Adequate Salaries.

Ever since these positions were created there has been more or less hue and cry against their existence. The General Education Board, composed of men of means and wide vision, regarded the neglect of general supervision of the country schools as one of the weakest points in the school system, hence this Board appropriated from its funds money to inaugurate

rural school inspection in nearly all the states. The result is, that at this time nearly every state in this Union has one or more—sometimes a half a dozen—rural school supervisors, expert persons traveling in the interest of rural schools, conferring with county superintendents and school boards, and their work is approved everywhere. There is not a state in the Union, leading in the matter of education, that would entertain for one moment the idea of abolishing its State Rural School Supervisors. It is acknowledged that it is hard to measure in dollars and cents the value of their work, but it is clearly perceptible that the county schools are being improved and that county school officials, through this agency, are being better informed as to their duties to the rural schools. It would be considered everywhere as a backward step if these positions should be abolished.

Nearly every one expresses great interest in rural education and bewails the fact that the rural schools are neglected, and still many are advocating the abolishment of the one approved and tangible means of helping these schools. State funds are being liberally appropriated for experiment stations, university extensions, road construction, hog serum, cattle tick eradication, citrus canker, prison supervision, and the world knows what not, and still the few dollars spent in the interest of improving the country children, which are worth more than all the other enterprises combined, are begrudged.

The same wise and benevolent General Education Board is donating about $5,000 a year to the State of Florida to have the high schools supervised, and is expending almost an equal amount in Florida for supervision of the negro schools. Will the Legislature withhold a pittance from the country boys and girls? Surely, Florida can afford to furnish the small amount necessary for the supervision of her rural schools. It would look reactionary and niggardly, that the State of Florida will take care of the hogs, cattle, oranges, game, fish, etc., having them properly supervised and looked after, and then take away the only agency looking to the betterment of the children of countrymen? I dare you to do it. It is not believed that the wise and patriotic members of the Florida Legislature will entertain this proposition for one moment, but will provide sufficient salary that two or more of the best educators in this State can be secured and retained in these positions.

12. STATE SCHOOL AUDITOR AND ARCHITECT.

Provide a State School Auditor and State School Architect Under the Direction of the State Department of Public Instruction.

The State is paying for several auditors, but not one of them is charged with the special duty of looking after school finances. The school fund, in most counties, is the largest fund and is often unwisely managed. Nearly every week there comes a demand to this Department requesting that the school finances of some county be audited. The request is passed on either to the Governor or to the State Auditor, and the fact develops months afterwards that the matter received no attention, the auditors being too busy with other duties.

The school fund of this State is increasing enormously, and it is held that there should be some one under the direction of the Department of Education, which knows better than any other department where school finances are in a muddle and where State attention is needed, who could be sent to investigate and look after these finances. There should be a school auditor, either one already created, or a new one created, to spend all of his time looking after school finances. He should work directly under the control of the Department of Education and report to that Department. The head of this Department could report to the Governor whenever the necessities of the case demanded his attention. It has been promised heretofore that the auditors under the direction of another department would look after school finances. This may be done, but the Department of Education is never made any wiser, and this Department knows it is necessary that immediate attention should be given to certain counties, but these are not visited by an auditor.

The State as a whole is paying for school purposes over $8,000,000 a year. The County School Boards, in the aggregate, are in debt more than $7,000,000, and these debts are increasing at a rapid and menacing rate. This great outlay certainly should justify an auditor devoting the whole of his time to school finances, and it is held that it would be the part of wisdom to have him work under the direction of the State Department of Education.

A State School Architect also should be provided. There

has been wasted in the erection of just one or two of these costly buildings going up so rapidly over the State sufficient money to pay the salary and expenses of such architect for ten years. This building boom is going on all the time and at a surprisingly increasing rate. It would be the part of wisdom to give this Department a State School Architect to supervise in a general way the erection of all such buildings. This is done in nearly every other state of the Union.

Nearly every other State Department of Education of the Union has among its office force a State School Auditor and a State School Architect, looking after the finances and the erection of school buildings at state expense, under the direction of the Department of Education.

13. SCHOOL OFFICIALS APPOINTIVE.

Amend the Constitution So As to Make All School Officials Appointive, and Drag the Schools Out of Politics.

The State Superintendent expects to make this recommendation as long as he holds public position.

He will not attempt to furnish an argument for this recommendation, for it is believed that the wise public sentiment of the State is already convinced: "It is unwise to select teachers and school officials by popular election." For further argument on this subject, consult Page 45 of the Report of this Department for the bi-ennium closing June 30, 1916.

STATE SCHOOL FUND.

LIST OF SECURITIES HELD BY SAID FUND, DEC. 31, 1920.

Class of Security.	Amount.	
Florida Refunding 3% Bonds	$242,800	
Florida Refunding 3% Bonds	125,367	
Alabama Registered 3½% Bonds	45,000	
Marianna, Fla., 5% Bond (not coupon)	10,000	
Virginia Century 3% Bonds	201,500	
Lakeland, Fla., 5% Bonds	32,000	
Sarasota, Fla., 5% Bonds	55,000	
Milton, Fla., 5% Bonds	23,000	
Pensacola, Fla., 4½% Bonds	13,000	
Hillsborough County, Fla., 4% Bonds	20,000	
Madison County, Fla., 5% Bonds	50,000	
Fort Meade, Fla., 5% Bonds	20,000	
Fort Myers, Fla., 5% Bonds	15,000	
Live Oak, Fla., 5% Bonds	11,000	
Newberry, Fla., 6% Bonds	10,000	
DeSoto County, Fla., 5% Bonds	22,000	
Wauchula, Fla., 6% Bonds	26,000	
Hernando County, Fla., 5% Bonds	50,000	
Panama City, Fla., 6% Bonds	4,500	
Levy County, Fla., 6% Bonds	13,000	
Millville, Bay County, Fla., 5% Bonds	17,000	
Bartow, Fla., 5% Bonds	5,000	
Port Tampa, Fla., 5% Bonds	5,000	
Bonifay, Fla., 6% Bonds	18,000	
Marianna, Fla., 5% Bonds	5,000	
Jasper, Fla., 5% Bonds	30,000	
Pensacola, Fla., 4½% Bonds	2,000	
Dade County, Fla., 4½% Bonds	30,000	
Jackson County, Fla., 4% Bonds	14,000	
Lake City, Fla., 5% Bonds	16,000	
Arcadia, Fla., 5% Bonds	30,000	
Mulberry, Fla., 6% Bonds	20,000	
Holmes County, Fla., 6% Bonds	40,000	
DeSoto County, Fla., 6% Bonds	43,500	
Leesburg, Fla., 6% Bonds	35,000	
DeSoto County, Fla., 5% Bonds	20,000	
Washington County, Fla., 6% Bonds	35,000	
Panama City, Fla., 5% Bonds	25,000	
Pinellas County, Fla., 6% Bonds	8,000	
Milton, Fla., 5% Bonds	20,000	
Marion County, Fla., 5% Bonds	8,000	
Citra, Marion County, Fla., 5% Bonds	2,500	
Chipley, Fla., 5% Bonds	20,000	
St. Johns County, Fla., 5½% Bonds	3,000	
U. S. Third Liberty Loan 4¼% Bonds	50,000	
Calhoun County, Fla., 6% Time Warrants	43,500	
Mulberry, Fla., 6% Bonds	2,000	
Tallahassee, Fla., 5% Bonds	6,000	
Tallahassee, Fla., 5% Bonds	89,000	
Jasper, Fla., 6% Bonds	7,000	
Hamilton County, Fla., 6% Bonds	39,000	
Jackson County, Fla., 5½% Bonds	20,000	
St. Lucie County, Fla., 6% Bonds	44,000	
Marianna, Fla., 5% Bonds	18,000	
Marianna, Fla., 6% Bonds	40,000	
Holmes County, Fla., 7% Bonds	10,000	
Total		$1,809,667.00
Balance in Fund Dec. 31, 1920, Uninvested, but drawing 4% interest		68,212.94
Total State School Fund, Dec. 31, 1920		$1,877,879.94

RESULT OF EXAMINATIONS HELD BY STATE BOARD OF EXAMINERS.

From July 1, 1918, to June 30, 1920.

FOR FIRST, SECOND AND THIRD GRADE CERTIFICATES.

Certificate Sought.	Number of Examinees.	Certificates Issued.			
		1st Grade	2nd Grade.	3rd Grade.	Failed.
First Grade	957	453	221	202	81
Second Grade	3,151		847	1,090	1,214
Third Grade	625			177	448
Totals	4,733	453	1,068	1,469	1,743

FOR PRIMARY CERTIFICATES.

Number of Examinees.	Number Passed.	Number Failed.
98	77	21

FOR SPECIAL CERTIFICATES.
(90% Required.)

Subject.	Number Examinees.	Number Successful.	Number Failed.
Algebra	59	54	5
American History	3	3	
American Literature	28	25	3
Ancient History	10	8	2
Bookkeeping	15	13	2
Botany	88	73	15
Chemistry	25	23	2
Commercial Arithmetic	2	2	
Domestic Art	50	39	11
Domestic Science	68	55	13
Drawing	10	10	
Drawing, Mechanical	4	4	
English History	1		1
English Literature	96	72	24
Expression	1	1	
French	21	19	2
Geometry	93	43	50
General History	124	83	41
General Science	23	22	1
History of Education	1	1	
Latin	91	68	23
Manual Training	19	18	1
Modern History	2	2	
Music	36	36	
Penmanship	5	5	
Physics	71	46	25
Physical Geography	20	18	2
Physical Training	2	2	
Political Economy	2	2	
Psychology	51	30	21
Rhetoric	154	129	25
Shorthand	1	1	
Spanish	22	20	2
Stenography and Type	10	9	1
Theory and Practice	1	1	
Trigonometry	61	42	19
Zoology	75	65	10
Totals	1,345	1,044	301

TEACHER TRAINING DEPARTMENTS IN HIGH SCHOOLS.

The High Schools embraced in the following tabulated statements maintained Teacher-Training Departments for the years covered by this Report, under Chapter 6830, Acts of 1915.

There was previously expended of this fund, during the school years 1915-18, a total of $15,625; for the school year 1918-19, $3,375; for the school year 1919-20, $2,750—a total of $21,750, to July 1, 1920—of the original appropriation of $50,000 for these Departments.

The apparent want of appreciation of these Training schools is due to the unwillingness of County Boards to match dollars with the State in support of them.

On August 28, 1916, the State Board of Education amended the previously adopted regulations governing these Departments, which have been in effect since that time and are as follows:

AMENDED REGULATIONS OF THE STATE BOARD OF EDUCATION UNDER CHAPTER 6830, LAWS OF FLORIDA, PROVIDING FOR TEACHER-TRAINING DEPARTMENTS IN HIGH SCHOOLS.

REGULATIONS AS TO TEACHERS.

Regulation 1. The teacher of the Teacher-Training Department shall not be the principal of the High School, nor shall the Five Hundred Dollars ($500.00) appropriated by the State for such Department be used in supplementing the salary of a principal, though the principal, or other capable teachers, may hear one or more recitations in said Department.

Regulation 2. No person shall be selected as teacher of any Teacher-Training Department who does not hold a valid Florida teacher's certificate, and the teacher of such Department in every County High School may be nominated by the County Board of Public Instruction, but must be approved by the State Board of Education before any appropriation will be made by said State Board for the salary of the teacher in any such Department.

Regulation 3. In the selection of teachers for such Training Departments preference shall be given to holders of Florida State Certificates, or to regular graduates of Standard Normal Schools who are legally certificated in this State, presenting satisfactory evidence of having had successful experience as teachers; Provided, That if it be necessary to employ teachers for such Departments with less qualifications than above prescribed, every such teacher shall be the holder of a valid First Grade Florida Certificate and a Special Certificate on Psychology, History of Education, and the Theory and Practice of Teaching, the latter also taken in Florida.

AS TO DUTY OF COUNTY BOARDS.

Regulation 4. Any County, seeking to establish a Teacher-Training Department in any school within such County must appropriate from County School Funds not less than Five Hundred Dollars ($500.00) for the salary of the teacher of such Department, which, with the appropriation by the State Board of Education, fixes the salary of such teacher at not less than One Thousand Dollars ($1,000.00) for eight months service; Provided, That any County Board of Public Instruction shall not be prohibited from making the salary greater than One Thousand Dollars; Provided further, That more than one teacher may be employed for such Department and be paid from County or District funds, one or both.

Regulation 5. The salary of the teacher of every Teacher-Training Department shall be paid for the first four months from County funds. The Five Hundred Dollars appropriated from State funds shall be transmitted to the

County Board of Public Instruction for the payment of the salary of the teacher for the last four months of the school; Provided, That monthly reports of such Department shall be made as required, on blanks furnished, to the State Board of Education and must show that the said Department has met all the requirements of the law and of these regulations.

AS TO TEACHER-PUPILS.

Regulation 6. Any school before receiving State appropriation in aid of the establishment of a Teacher-Training Department, must present evidence that not less than ten (10) teacher-pupils will regularly attend such Department. Each of such pupils must be sixteen years of age, or over, and must have regularly and creditably completed the Eighth Grade of a school with a standard not lower than the average Eighth Grade course of study of Florida, or must have taught a public school for not less than six months.

AS TO RECITATIONS.

Regulation 7. The number of daily recitations by the teacher in a Teacher-Training Department shall not be less than six, nor exceed eight per day, and all such recitations shall be forty-five (45) minute periods; Provided, That some recitations may be shorter than forty-five minutes and others as long as sixty (60) minutes, but the average shall not be less than forty-five (45) minute periods. One recitation daily of not less than forty-five (45) minutes shall be devoted to Pedagogy and Methods of Teaching.

Regulation 8. The term of every school establishing a Teacher-Training Department shall not be less than one hundred and sixty (160) days, or eight (8) months, of actual teaching in such department.

AS TO ELIGIBILITY OF SCHOOLS.

Regulation 9. A Teacher-Training Department shall not be established in any school unless that school is recognized as a High School by the State Board of Education, and meets the requirements of a High School as prescribed by the regulations of said State Board of Education; Provided, That any county not having had a sufficient number of high school pupils in any one school year to have hitherto obtained recognition as a High School, the State Board of Education may, however, establish a Teacher-Training Department in such county with no present recognized High School, but which, by the close of the school year 1916-1917 shall have such recognized High School.

AS TO COURSE OF STUDY.

Regulation 10. All Teacher-Training Departments shall be conducted in accordance with an advisory Course of Study submitted by the State Board of Education, until such Course shall be perfected and made mandatory in all Teacher-Training Departments of the State.

Adopted August 28, 1916.

STATE BOARD OF EDUCATION.

Attest: W. N. SHEATS,
Secretary and State Superintendent Public Instruction.

The following Tables show the counties maintaining Teacher-Training Departments for the years covered by this report:

TEACHER-TRAINING DEPARTMENTS FOR YEAR 1918-1919.

County.	Location.	Teacher.	Term in Months.	Enrollment.	Average Attendance.	Amount Paid by State.
DeSoto	Arcadia	Miss Inez McGaugh	8	30	25	$ 500
Duval	Jacksonville	Mrs. B. M. Warner	9	33	27	500
Escambia	Pensacola	W. C. Stapleton	6	14	11	375
Hamilton	Jasper	Mrs. Geo. T. Robinson	8	25	18	500
Hillsborough	Tampa	B. C. Graham	8	52	41	500
Polk	Bartow	Miss Eulah S. Jordon	8	12	10	500
Washington	Chipley	J. A. Douglas	8	21	11	500
Total				187	143	$3,375

TEACHER-TRAINING DEPARTMENTS FOR YEAR 1919-1920.

County.	Location.	Teacher.	Term in Months.	Enrollment.	Average Attendance.	Amount Paid by State.
DeSoto	Arcadia	Miss Inez McGaugh	8	30	23	$ 500
Duval	Jacksonville	Miss Clara A. Horsley	9	34	31	500
Hamilton	Jasper	Miss Nellie B. Frink	8	23	14	500
*Hillsborough	Tampa	B. C. Graham	6	48	38	250
Madison	Madison	Wm. A. Cate	8	133	43	500
Polk	Bartow	Miss Eulah S. Jordon	9	18	16	500
Total				286	165	$2,750

*Teacher-Training Department maintained only six months on account of death of Principal.

Note.—This leaves a balance of $28,250 on July 1, 1920, of the $50,000 originally appropriated for the maintenance of these Departments.

OFFICE CONTINGENT EXPENSES.

Below is a statement of Office Contingent Expenses for the two years beginning July 1, 1918, and ending June 30, 1920, reported in compliance with Section 5, Chapter 7783:

1918.			
July 1.	Balance in Fund		$2,499.42
July	Geo. I. Davis, P. M., postage	$ 90.00	
July	Geo. I. Davis, P. M. postage	6.96	
July	Daily-Weekly Democrat, blanks	3.50	
July	Western Union Telegraph Co.	7.24	
July	T. J. Appleyard, printing	52.00	
Aug.	T. J. Appleyard, printing	112.50	
Aug.	Southern Express Co.	.29	
Aug.	Yaeger-Bethel Hdw. Co., twine	.30	
Aug.	Western Union Telegraph Co.	.89	
Aug.	H. & W. B. Drew Co., pens	1.55	
Aug.	Geo. I. Davis, P. M., postage	31.32	
Aug.	H. & W. B. Drew Co., pencils and paper	11.65	
Aug.	Geo. D. Barnard Stationery Co., typewriter ribbons	9.00	
Aug.	Geo. I. Davis, P. M., postage	2.00	
Aug.	H. & W. B. Drew Co., rubber stamp	1.04	
Aug.	A. B. Vance, office blanks	23.22	
Aug.	Geo. I. Davis, P. M., postage	90.00	
Aug.	Geo. D. Barnard Stationery Co., ink and pencils	5.60	
Sept.	T. J. Appleyard, printing	4.00	
Sept.	T. J. Appleyard, certificate books	31.50	
Sept.	T. J. Appleyard, printing	32.75	
Sept.	T. J. Appleyard, blanks	2.50	
Sept.	T. J. Appleyard, printing	6.50	
Sept.	T. J. Appleyard, printing	3.75	
Sept.	Western Union Telegraph Co.	3.68	
Sept.	H. & W. B. Drew Co., ink pad	.36	
Sept.	Geo. I. Davis, P. M., postage	9.00	
Sept.	Yates Grocery Co., wrapping paper	4.66	
Sept.	H. & W. B. Drew Co., paper and erasers	2.77	
Sept.	Geo. I. Davis, P. M., postage	9.00	
Sept.	American Railway Exp. Co.	2.51	
Sept.	J. F. Hill, office sundries	4.85	
Sept.	Geo. D. Barnard Stationery Co., minute books	46.26	
Sept.	T. J. Appleyard, printing	6.00	
Sept.	Geo. I. Davis, P. M., postage	120.00	
Oct.	H. & W. B. Drew Co., rubber stamp	.52	
Oct.	E. G. Chesley, Jr., desk top	7.00	
Oct.	Southern Express Co.	5.67	
Oct.	H. R. Kaufman, work on adding machine	2.00	
Oct.	Western Union Telegraph Co.	1.50	
Oct.	Geo. I. Davis, P. M., postage	3.00	
Oct.	Geo. I. Davis, P. M., postage	2.50	
Oct.	Geo. I. Davis, P. M., postage	5.00	
Nov.	Geo. I. Davis, P. M., postage	12.00	
Nov.	Geo. I. Davis, P. M., postage	12.80	
Nov.	Western Union Telegraph Co.	4.78	
Nov.	American Railway Exp. Co.	2.41	
Dec.	Western Union Telegraph Co.	5.44	
Dec.	American Railway Express Co.	.41	
Dec.	T. J. Appleyard, printing	10.75	
Dec.	J. F. Hill, pencils and pens	1.85	
Dec.	Geo. I. Davis, P. M., postage	10.00	
Dec.	Baker-Vawter Co., filing cabinet	246.10	
Dec.	H. & W. B. Drew Co., rubber bands	.45	
Dec.	H. & W. B. Drew Co., rubber bands	1.73	
Dec.	T. J. Appleyard, printing	19.50	
Dec.	T. J. Appleyard, printing	35.00	
Dec.	Geo. I. Davis, P. M., postage	2.00	
	Total Expenditures to Dec. 31, 1918		$1,131.56
	Balance in Fund, Jan. 1, 1919		$1,367.86

1919.	Balance in Fund Jan. 1		$1,367.86
	Appropriation to June 30, 1919		1,500.00
			$2,867.86
Jan.	Western Union Telegraph Co.	2.15	
Jan.	Geo. I. Davis, P. M., postage	150.00	
Feb.	H. & W. B. Drew Co., paper	3.76	
Feb.	Western Union Telegraph Co.	.81	
Feb.	Geo. I. Davis, P. M., postage	8.70	
Feb.	T. J. Appleyard, office blanks	22.00	
Feb.	T. J. Appleyard, printing	10.25	
Feb.	T. J. Appleyard, school registers	275.00	
Feb.	T. J. Appleyard, monthly financial statement blanks	110.00	
Feb.	Geo. I. Davis, P. M., postage	10.00	
Feb.	Pepper Printing Co., course of study	719.39	
March.	Western Union Telegraph Co	.25	
March.	American Railway Express Co.	1.02	
March.	T. J. Appleyard, printing	8.00	
March.	Seaboard Air Line Railway Co., Frt.	.77	
March.	Daily-Weekly Democrat, envelopes	1.50	
March.	Geo. D. Barnard Stationery Co., pencils	1.95	
March.	Geo. I. Davis, P. M., postage	150.00	
April.	Western Union Telegraph Co.	3.98	
April.	Mrs. W. H. Davidson, shorthand tablets	.50	
April.	Automatic Pencil Sharpener Co., pencil sharpener	6.23	
May.	H. R. Kaufman, pencils and pens	1.40	
May.	J. F. Hill, office sundries	1.35	
May.	Geo. I. Davis, P. M., postage	5.00	
May.	The Falconer Co., rubber bands and paste	7.92	
May.	Western Union Telegraph Co.	.38	
May.	Clark's Jewelry Store, stationery	2.20	
May.	Daily-Weekly Democrat, printing	2.50	
May.	H. & W. B. Drew Co., paper and twine	11.24	
May.	Geo. D. Barnard Stationery Co., office sundries	5.83	
May.	Dixon Office Supply Co., stapling machine	7.00	
June.	Western Union Telegraph Co.	1.33	
June.	T. J. Appleyard, school directory	32.00	
June.	T. J. Appleyard, printing	7.50	
June.	T. J. Appleyard, printing	24.50	
June.	T. J. Appleyard, blanks	12.00	
June.	T. J. Appleyard, printing	25.00	
June.	T. J. Appleyard, printing	25.00	
June.	Geo. I. Davis, P. M., postage	27.14	
June.	W. C. Dixon, stationery	.51	
June.	Leon Electric & Supply Co., G. whiz fan	10.00	
June.	J. F. Hill, office sundries	8.40	
June.	Geo. D. Barnard Stationery Co., office paper	72.00	
June.	Geo. D. Barnard Stationery Co., office sundries	29.01	
June.	Total expenditures to June 30, 1919		$1,805.47
July.	Balance in Fund July 1, 1919		$1,062.39
July.	Appropriation to January 1, 1919		1,200.00
			$2,262.39
1919.	Balance in fund July 1, including Appropriation		$2,262.39
July.	Geo. I. Davis, P. M., postage	20.00	
July.	H. R. Kaufman, bands and pencils	2.60	
July.	E. G. Chesley, waste baskets	9.75	
July.	Southern Telephone & Const. Co.	.50	
July.	Geo. I. Davis, P. M., postage	10.00	
July.	Dixon Office Supply Co., office sundries	5.17	
July.	Dixon Office Supply Co., rubber stamp	.40	
Aug.	E. H. Hotchkiss Co., stapling machines	1.42	
Aug.	Western Union Telegraph Co.	12.55	
Aug.	T. J. Appleyard, printing	28.50	
Aug.	T. J. Appleyard, printing	34.50	
Aug.	T. J. Appleyard, printing	25.00	
Sept.	Dixon Office Supply Co., office sundries	14.00	
Sept.	Clark's Jewelry Store, typewriter paper	3.50	
Sept.	Geo. I. Davis, P. M., postage	10.00	
Oct.	Geo. I. Davis, P. M., postage	15.00	
Oct.	H. & W. B. Drew Co., stamp pad and envelopes	21.15	
Oct.	T. J. Appleyard, teachers' monthly reports	105.00	
Oct.	T. J. Appleyard, printing compulsory school law	12.00	
Oct.	T. J. Appleyard, certificate books	51.50	
Oct.	T. J. Appleyard, printing laws	60.00	
Oct.	T. J. Appleyard, examination blanks	13.50	
Oct.	T. J. Appleyard, stub-data blanks	32.50	
Oct.	T. J. Appleyard, school registers	275.00	
Oct.	American Railway Express Co.	.30	
Oct.	Clark's Jewelry Store, pens	3.00	
Oct.	Daily-Weekly Democrat, printing	2.50	
Oct.	T. J. Applyard, printing	64.00	
Oct.	American Railway Express Co.	1.58	

Oct.	T. J. Appleyard, list of basal books	8.50	
Oct.	T. J. Appleyard, printing	10.00	
Oct.	American Railway Express Co.	.91	
Oct.	American Railway Express Co.	3.78	
Oct.	American Railway Exprses Co.	.42	
Nov.	H. R. Kaufman, office sundries	16.25	
Nov.	Dixon Supply Co., pencils and erasers	2.10	
Nov.	T. J. Appleyard, printing	10.00	
Nov.	T. J. Appleyard, temporary certificates	17.50	
Nov.	T. J. Appleyard, printing	1.50	
Nov.	Western Union Telegraph Co.	27.41	
Nov.	H. & W. B. Drew Co., rubber stamp	1.62	
Nov.	Geo. I. Davis, P. M., postage	20.00	
Nov.	J. F. Hill, pens	1.50	
Nov.	T. J. Appleyard, printing	66.40	
Nov.	T. J. Appleyard, envelopes	25.40	
Dec.	Geo. I. Davis, P. M., postage	9.30	
Dec.	T. J. Appleyard, printing	29.50	
Dec.	Southern Telephone & Const. Co.	.50	
Dec.	Western Union Telegraph Co.	2.19	
Dec.	Matson & Haely, drayage	.75	
Dec.	Geo. I. Davis, P. M., postage	10.00	
Dec.	American Railway Express Co.	1.28	
Dec.	American Railway Express Co.	.29	
Dec.	Fain Drug Co., office sundries	.40	
Dec.	G. T. Whitfield, copies of opinion in legal case	5.00	
Dec.	Daily-Weekly Democrat, printing	8.75	
Dec.	H. & W. B. Drew Co., office desk	80.55	
Dec.	Tampa Tribune, printing notice	.25	
Dec.	H. R. Kaufman, typewriter ribbon and paper	5.70	
Dec.	T. J. Appleyard, printing	7.75	
Dec.	Pepper Printing Co., course of study	382.40	
Dec.	Geo. I. Davis, P. M., postage	20.00	
	Total Expenditures to Dec. 31, 1919		$1,612.82
Dec. 31.	Balance on Hand		$ 649.57
	Unused balance reverted to General Fund.		
Jan. 1.	Appropriation to December 31, 1920		$2,400.00
Jan.	American Railway Express Co.	1.17	
Jan.	Southern Telephone & Const. Co.	.35	
Jan.	Western Union Telegraph Co.	10.55	
Jan.	Times-Union, printing notice	.25	
Jan.	Geo. D. Barnard Stationery Co., paper	17.89	
Jan.	Geo. I. Davis, P. M., postage	10.00	
Jan.	Geo. I. Davis, P. M., postage	100.00	
Feb.	Geo. I. Davis, P. M., postal guides	1.33	
Feb.	T. J. Appleyard, report of schools and list of text-books	31.26	
Feb.	W. C. Dixon, sundry office supplies	22.53	
Feb.	Western Union Telegraph Co.	3.32	
Feb.	American Railway Exp. Co.	7.03	
Feb.	Geo. I. Davis, P. M., postage	10.00	
March.	American Railway Express Co.	.60	
March.	Clark's Jewelry Store, pencils	1.65	
March.	Western Union Telegraph Co.	1.73	
March.	Southern Telephone & Const. Co.	.25	
March.	T. J. Appleyard, blank forms	20.00	
March.	Geo. I. Davis, P. M., postage	20.00	
March.	Yaeger-Rhodes Hdw. Co., office lock	3.50	
March.	Geo. I. Davis, P. M., postage	10.00	
March.	W. C. Dixon, office incidentals	2.44	
March.	Jasmine Ink Co., ink for office	1.50	
April.	T. J. Appleyard, printing	38.00	
April.	Pepper Printing Co., report forms	187.33	
April.	American Railway Express Co.	1.37	
April.	Western Union Telegraph Co.	2.94	
April.	Hall-Martin Drug Co., pens	.50	
April.	Geo. D. Barnard Stationery Co., office chair	22.50	
May.	T. J. Appleyard, twine and blanks	12.75	
May.	Western Union Telegraph Co.	1.17	
May.	H. R. Kaufman, work on typewriter	10.00	
May.	Underwood Typewriter Co., typewriter	87.64	
May.	Southern Telephone & Const. Co.	.50	
May.	Geo. I. Davis, P. M., postage	20.00	
June.	Western Union Telegraph Co.	3.63	
June.	Geo. D. Barnard Stationery Co, stickers	9.23	
June.	Geo. I. Davis, P. M., postage	12.30	
June.	Total Expenditures to June 30, 1920		$ 687.20
July.	Balance in Fund July 1, 1920		$1,712.80

CHAPTER III.

Statistical Reports of County Superintendents for the School Year 1918-1919.

TABULATED.

The figures in this Chapter were compiled from the Annual Reports of County Superintendents for the school year July 1, 1918 to June 30, 1919. The total population and school population are considerably reduced from the statistics of the previous year. This was made necessary in order to more closely correspond with the United States census, which is without doubt erroneous, as it is firmly believed that the population of the State to-day exceeds *one million.*

Almost any item of statistics in regard to the schools in any particular county, as well as the State statistics reported at the head of the Table, may be obtained from the Tables in this Chapter. If any particular fact desired to be known is not reported, it may be readily obtained by comparison of related statistics.

The facts reported herein are approximately correct, and whatever errors may occur are due to the lax reports made by some County Superintendents, which must be woven into the whole. In spite of all that can be done, some of these officials will present reports made in such a careless and indifferent manner that it is readily discernible that all items of their reports are not worthy of full credence. Some reports can not be balanced, consequently certain Tables that ought to balance perfectly will not do so on account of the erroneous statements made in certain of the reports that must be included in the general State totals. All in all, the facts presented herein are worthy of as much credence as similar reports from other states.

Any one desiring to glean any particular fact pertaining to the schools of the year 1918-1919 can readily find the information desired by turning through the Tables and reading the headings of each until he reaches the particular fact desired to be known.

It will be noted that the first few Tables relate to school population, enrollment of pupils, average attendance, classification, etc. The Tables from VII. to XV. contain all facts relating to teachers; from XVI. to XXV., they deal with school finances in each county; from XXVI. on, they give all desired information in regard to school equipment, buildings, etc.

TABLE I.—Total Population and School Population. Estimated from U. S. Census of 1920.

1918-1919. Counties.	Total Population.			School Population (6 to 21)		
	Total.	White.	Negro.	Total.	White.	Negro.
In State	954,467	596,566	357,901	277,935	179,358	98,577
Alachua	29,672	13,512	16,160	10,744	5,544	5,200
Baker	5,624	4,604	1,020	2,021	1,681	340
Bay	11,085	7,705	3,380	3,902	2,822	1,080
Bradford	12,364	9,041	3,323	5,014	3,739	1,275
Brevard	8,347	5,991	2,356	2,309	1,682	627
Broward	5,161	3,301	1,860	1,630	1,090	540
Calhoun	8,614	5,954	2,660	3,084	2,166	918
Citrus	5,317	2,982	2,335	1,829	1,169	660
Clay	5,294	3,334	1,960	1,646	1,130	516
Columbia	14,343	6,811	7,532	5,589	2,768	2,821
Dade	40,377	27,052	13,325	8,750	6,000	2,750
DeSoto	25,571	21,657	3,914	8,099	7,019	1,080
Duval	111,791	56,855	54,936	25,814	14,889	10,925
Escambia	49,031	30,843	18,188	13,756	9,256	4,500
Flagler	2,340	1,730	610	935	710	225
Franklin	5,293	2,794	2,499	1,574	833	741
Gadsden	23,650	7,701	15,949	8,525	2,625	5,900
Hamilton	9,451	5,201	4,250	4,008	2,325	1,683
Hernando	4,200	2,197	2,003	1,656	1,080	576
Hillsborough	89,048	69,697	19,351	20,025	16,550	3,475
Holmes	12,701	11,144	1,557	5,010	4,500	510
Jackson	30,599	16,192	14,407	11,920	6,720	5,200
Jefferson	14,263	10,727	3,536	4,000	2,400	1,600
Lafayette	6,119	4,943	1,176	2,815	2,425	390
Lake	13,580	8,672	4,908	3,600	2,400	1,200
Lee	9,082	7,505	1,577	2,910	2,550	360
Leon	18,245	4,850	13,395	5,900	1,900	4,000
Levy	9,607	5,029	4,578	3,640	2,150	1,490
Liberty	4,989	2,631	2,358	1,700	950	750
Madison	17,153	7,824	9,329	6,775	2,875	3,900
Manatee	19,106	13,470	5,636	4,900	3,500	1,400
Marion	23,640	9,958	13,682	8,260	3,660	4,600
Monroe	20,694	15,546	5,148	3,835	2,810	1,025
Nassau	11,473	6,165	5,308	2,950	1,750	1,200
Okaloosa	9,460	5,250	4,210	3,025	2,050	975
Okeechobee	2,632	2,250	382	745	675	70
Orange	19,992	13,120	6,872	4,915	2,915	2,000
Osceola	7,347	6,087	1,260	2,640	2,005	635
Palm Beach	18,536	12,606	5,930	3,815	2,875	940
Pasco	8,756	6,524	2,232	2,400	1,800	600
Pinellas	18,593	14,727	3,866	5,844	4,709	1,135
Polk	40,113	28,090	12,023	10,906	7,506	3,400
Putnam	14,444	7,392	7,052	4,250	2,250	2,000
St. Johns	13,087	8,767	4,320	2,705	1,755	950
St. Lucie	8,346	6,122	2,224	2,050	1,550	500
Santa Rosa	12,455	8,750	3,705	4,600	3,600	1,000
Seminole	11,478	6,220	5,258	2,800	1,400	1,400
Sumter	7,884	5,234	2,650	2,560	1,650	910
Suwannee	20,390	12,030	8,360	6,060	3,660	2,400
Taylor	11,323	6,416	4,907	2,850	2,100	750
Volusia	23,937	14,298	9,639	6,400	4,050	2,350
Wakulla	4,734	2,086	2,648	1,830	950	880
Walton	11,349	8,335	3,014	4,315	3,290	1,025
Washington	11,787	8,644	3,143	4,100	2,900	1,200

TABLE II.—(a) School Population (6 to 21), Divided as to Races and Sexes; (b) Percentage Attended School

1918-1919 Counties.	Total (6 to 21)	Whites		Negroes		Percentage attended School			
						White		Negro	
		Male	Female	Male	Female	Male	Female	Male	Female
In State	277,935	88,877	90,481	45,129	53,448	75	76	54	56
Alachua	10,744	2,763	2,781	2,050	3,150	74	77	67	55
Baker	2,021	800	881	140	200	72	76	46	60
Bay	3,902	1,390	1,432	420	660	70	71	44	40
Bradford	5,014	1,912	1,827	615	660	75	76	56	61
Brevard	2,309	810	872	307	320	75	76	57	55
Broward	1,630	550	540	260	280	80	80	70	61
Calhoun	3,084	1,140	1,026	450	468	68	71	21	20
Citrus	1,829	587	582	310	350	66	74	54	71
Clay	1,646	540	590	204	312	77	81	70	52
Columbia	5,589	1,375	1,393	1,371	1,450	80	79	59	75
Dade	8,750	3,075	2,925	1,365	1,385	83	86	27	32
DeSoto	8,099	3,490	3,529	520	560	66	67	41	44
Duval	25,814	7,339	7,550	4,810	6,115	84	85	64	53
Escambia	13,756	4,425	4,831	2,110	2,390	64	63	36	46
Flagler	935	356	354	110	115	48	48	23	22
Franklin	1,574	395	438	360	381	54	60	39	41
Gadsden	8,525	1,300	1,325	2,800	3,100	79	81	45	46
Hamilton	4,008	1,150	1,175	825	858	70	74	32	42
Hernando	1,656	560	520	256	320	63	68	65	65
Hillsborough	20,025	8,200	8,350	1,615	1,860	77	76	56	60
Holmes	5,010	2,190	2,310	245	265	73	70	40	42
Jackson	11,920	3,305	3,415	2,229	2,971	71	73	56	55
Jefferson	4,000	1,200	1,200	780	820	43	39	53	54
Lafayette	2,815	1,200	1,225	190	200	71	71	46	44
Lake	3,600	1,210	1,190	595	605	78	78	52	60
Lee	2,910	1,250	1,300	156	204	69	69	44	60
Leon	5,900	975	925	1,716	2,284	81	85	74	73
Levy	3,640	1,085	1,065	715	775	74	71	50	56
Liberty	1,700	450	500	365	385	83	83	50	54
Madison	6,775	1,425	1,450	1,732	2,168	81	80	51	55
Manatee	4,900	1,725	1,775	600	800	76	74	56	52
Marion	8,260	1,750	1,910	2,165	2,435	78	75	75	78
Monroe	3,835	1,390	1,420	525	500	66	66	64	65
Nassau	2,950	850	900	590	610	48	48	35	40
Okaloosa	3,025	1,010	1,040	480	495	82	83	33	40
Okeechobee	745	375	300	30	40	67	80	*	*
Orange	4,915	1,430	1,485	929	1,071	81	83	50	57
Osceola	2,640	990	1,015	325	310	63	70	40	47
Palm Beach	3,815	1,450	1,425	463	477	72	71	66	70
Pasco	2,400	950	850	293	307	80	86	43	51
Pinellas	5,844	2,390	2,319	535	600	85	86	64	66
Polk	10,906	3,725	3,781	1,492	1,908	83	85	49	47
Putnam	4,250	1,200	1,050	908	1,092	67	72	61	60
St. Johns	2,705	875	880	380	570	71	67	62	60
St. Lucie	2,050	725	825	203	297	79	75	67	55
Santa Rosa	4,600	1,770	1,830	446	554	77	81	47	55
Seminole	2,800	675	725	625	775	80	78	63	70
Sumter	2,560	800	850	396	514	86	87	62	58
Suwannee	6,060	1,820	1,840	1,131	1,269	86	86	73	76
Taylor	2,850	970	1,130	347	403	82	77	30	37
Volusia	6,400	2,000	2,050	1,157	1,193	76	77	60	62
Wakulla	1,830	450	500	433	447	74	76	50	62
Walton	4,315	1,610	1,680	447	578	77	77	55	52
Washington	4,100	1,500	1,400	608	592	80	84	59	70

*No school for negroes.

TABLE III.—(a) Number of Schools Taught; (b) Aggregate Days Schooling Given; (c) Average Length of Term in Days.

1918—1919 Counties	Number of Schools			Aggregate Days Schooling Given			Average Length of Term in Days		
	Total	White	Negro	Both Races	White	Negro	Both Races	White	Negro
In State	2,635	1,926	709	16,401,056	12,593,296	3,807,760	126	136	101
Alachua	107	67	40	604,714	425,399	179,315	110	139	73
Baker	29	24	5	78,702	71,360	7,342	101	106	67
Bay	35	27	8	190,043	164,636	25,407	127	135	90
Bradford	61	50	11	209,221	172,933	36,288	94	100	75
Brevard	30	24	6	149,328	122,239	27,089	131	139	106
Broward	11	6	5	121,264	95,587	25,677	149	158	120
Calhoun	33	27	6	106,560	97,884	8,676	108	115	65
Citrus	20	14	6	100,360	74,659	25,701	126	145	93
Clay	36	29	7	92,090	72,762	19,328	115	132	99
Columbia	79	49	30	272,890	167,792	105,098	88	101	75
Dade	26	19	7	671,261	590,801	80,460	152	155	144
DeSoto	79	71	8	467,568	433,243	34,325	128	133	89
Duval	84	53	31	2,116,628	1,440,966	675,662	163	164	159
Escambia	73	53	20	832,973	648,194	184,779	147	154	128
Flagler	14	13	1	31,382	29,255	2,127	127	136	65
Franklin	7	4	3	68,086	46,136	21,950	122	132	100
Gadsden	63	29	34	327,588	206,962	120,626	100	140	67
Hamilton	59	47	12	173,724	141,869	31,855	103	120	62
Hernando	23	16	7	89,737	67,312	22,425	126	147	88
Hillsborough	97	80	17	1,680,193	1,482,487	197,706	141	153	129
Holmes	64	58	6	146,492	136,708	9,784	77	78	64
Jackson	106	71	35	443,334	287,353	156,481	93	108	74
Jefferson	27	19	8	134,198	74,207	59,991	116	134	98
Lafayette	51	46	5	119,382	109,776	9,606	109	111	88
Lake	45	33	12	228,841	187,993	40,848	138	148	100
Lee	35	33	2	194,439	178,406	16,033	146	149	135
Leon	74	32	42	325,500	167,748	157,752	109	150	84
Levy	54	38	16	197,065	143,665	53,400	110	125	97
Liberty	25	18	7	77,013	56,106	20,907	91	104	66
Madison	82	52	30	254,851	176,032	78,819	82	99	53
Manatee	53	46	7	330,308	275,429	54,879	140	145	118
Marion	119	66	53	425,744	232,902	192,842	108	123	94
Monroe	8	7	1	295,305	228,852	66,453	170	168	175
Nassau	31	24	7	75,490	73,105	2,385	116	115	118
Okaloosa	56	47	9	100,296	80,477	19,819	77	77	75
Okeechobee	7	7		44,539	44,539		147	147	
Orange	43	28	15	347,197	238,090	109,107	139	139	137
Osceola	25	21	4	160,054	139,656	20,398	145	149	124
Palm Beach	33	25	8	258,233	205,269	52,964	146	150	131
Pasco	42	35	7	166,611	151,808	14,803	137	138	76
Pinellas	34	30	4	478,983	427,626	51,357	156	160	130
Polk	89	69	20	772,845	633,930	138,915	136	143	120
Putnam	55	34	21	225,246	141,644	83,602	120	133	103
St. Johns	23	18	5	215,655	162,128	53,527	165	176	139
St. Lucie	26	20	6	158,868	135,367	23,501	146	159	97
Santa Rosa	66	56	10	212,524	186,715	25,809	111	117	79
Seminole	19	8	11	171,163	89,880	81,283	132	143	119
Sumter	32	23	9	149,929	114,265	35,664	118	130	92
Suwannee	96	65	31	276,384	184,064	92,320	78	88	71
Taylor	44	42	2	141,349	121,476	19,873	117	118	112
Volusia	47	29	18	451,900	313,469	138,431	138	143	131
Wakulla	34	23	11	65,775	43,231	22,544	91	100	77
Walton	68	57	11	180,216	153,206	27,010	91	94	79
Washington	56	44	12	190,515	145,698	44,817	98	99	95

TABLE IV.—(a) Enrollment by Races and Sexes; (b) Percentage of School Population (6 to 21) Enrolled.

1918-1919. Counties.	Enrollment							Percentage Enrolled		
	Both Races	White	Negro	White Males	White Females	Negro Males	Negro Females	Both Races	White	Negro
In State	190,042	135,807	54,235	66,910	68,897	24,258	29,977	68	75	55
Alachua	7,332	4,205	3,127	2,055	2,150	1,388	1,739	68	75	60
Baker	1,433	1,250	183	579	671	64	119	70	74	54
Bay	2,451	2,004	447	977	1,027	186	261	63	71	41
Bradford	3,580	2,827	753	1,431	1,396	346	407	71	75	59
Brevard	1,630	1,278	352	613	665	175	177	71	76	56
Broward	1,230	873	357	439	434	185	172	75	80	66
Calhoun	1,712	1,519	193	783	736	97	96	55	70	21
Citrus	1,213	822	391	387	435	169	222	66	70	60
Clay	1,205	899	306	418	481	142	164	73	79	59
Columbia	4,054	2,142	1,912	1,043	1,099	819	1,093	73	77	68
Dade	5,911	5,085	826	2,559	2,526	373	453	68	85	30
DeSoto	5,182	4,714	468	2,320	2,394	217	251	64	67	43
Duval	18,538	12,661	5,877	6,202	6,459	2,625	3,252	72	84	54
Escambia	7,797	5,913	1,884	2,851	3,062	762	1,122	57	63	41
Flagler	391	341	50	171	170	25	25	42	48	22
Franklin	764	466	298	205	261	142	156	49	56	40
Gadsden	4,801	2,099	2,702	1,024	1,075	1,251	1,451	56	80	45
Hamilton	2,302	1,668	634	802	866	268	366	57	72	38
Hernando	1,084	708	376	354	354	167	209	66	66	65
Hillsborough	14,747	12,716	2,031	6,321	6,395	907	1,124	74	77	58
Holmes	3,441	3,230	211	1,615	1,615	98	113	69	72	41
Jackson	7,775	4,886	2,889	2,370	2,516	1,251	1,638	65	72	55
Jefferson	1,793	940	853	471	469	414	439	45	39	53
Lafayette	1,898	1,723	175	850	873	88	87	67	71	45
Lake	2,549	1,876	673	946	930	310	363	70	78	56
Lee	1,951	1,762	189	863	899	69	120	67	69	52
Leon	4,532	1,579	2,953	795	784	1,280	1,673	77	83	73
Levy	2,349	1,552	797	800	752	361	436	64	72	54
Liberty	1,186	794	392	376	418	183	209	69	83	52
Madison	4,426	2,328	2,098	1,162	1,166	888	1,210	65	80	54
Manatee	3,387	2,631	756	1,313	1,318	337	419	69	75	54
Marion	6,317	2,784	3,533	1,359	1,425	1,621	1,912	76	76	76
Monroe	2,526	1,866	660	924	942	336	324	65	66	64
Nassau	1,287	839	448	408	431	205	243	43	47	37
Okaloosa	2,047	1,696	351	829	867	157	194	67	82	36
Okeechobee	489	489		252	237			72	72	
Orange	3,494	2,406	1,088	1,171	1,235	473	615	71	82	54
Osceola	1,605	1,327	278	620	707	133	145	60	66	43
Palm Beach	2,707	2,061	646	1,046	1,015	307	339	70	71	68
Pasco	1,785	1,499	286	765	734	127	159	74	83	47
Pinellas	4,781	4,040	741	2,034	2,006	342	399	81	85	65
Polk	7,993	6,351	1,642	3,127	3,224	740	902	73	83	48
Putnam	2,783	1,568	1,215	803	765	556	659	65	70	60
St. Johns	1,804	1,216	588	625	591	236	352	66	69	61
St. Lucie	1,500	1,198	302	578	620	137	165	61	77	60
Santa Rosa	3,373	2,860	513	1,372	1,488	208	305	73	79	50
Seminole	2,052	1,107	945	542	565	397	548	77	79	64
Sumter	1,976	1,433	543	692	741	247	296	77	86	60
Suwannee	4,946	3,151	1,795	1,567	1,584	830	965	81	86	74
Taylor	1,935	1,678	257	801	877	108	149	68	79	34
Volusia	4,534	3,100	1,434	1,512	1,588	692	742	70	76	60
Wakulla	1,210	714	496	333	381	216	280	66	75	56
Walton	3,098	2,552	546	1,252	1,300	245	301	71	77	53
Washington	3,156	2,381	775	1,203	1,178	358	417	77	80	64

TABLE V.—(a) Average Daily Attendance of Pupils by Races and Sexes; (b) Percentage of Enrollment in Daily Attendance.

1918-1919 Counties	Average Daily Attendance							Percentages		
	Both Races	White	Negro	White Males	White Females	Negro Males	Negro Females	Both	White	Negro
In State	130,193	92,670	37,523	44,661	48,009	16,546	20,977	68	68	69
Alachua	5,624	3,205	2,419	1,547	1,658	1,056	1,363	72	76	66
Baker	781	672	109	300	372	38	71	54	54	59
Bay	1,500	1,216	284	590	626	116	168	61	60	63
Bradford	2,227	1,739	488	869	870	218	270	62	61	64
Brevard	1,170	914	256	428	486	129	127	72	71	73
Broward	812	598	214	289	309	118	96	66	68	60
Calhoun	984	850	134	413	437	71	63	58	56	69
Citrus	792	515	277	234	281	127	150	63	62	70
Clay	761	568	193	270	298	84	109	63	70	63
Columbia	3,038	1,638	1,400	782	856	599	801	74	76	69
Dade	4,373	3,814	559	1,875	1,939	250	309	74	75	66
DeSoto	3,649	3,259	390	1,543	1,716	181	209	74	70	81
Duval	12,998	8,770	4,228	4,239	4,531	1,865	2,363	70	70	71
Escambia	5,651	4,208	1,443	1,982	2,226	557	886	72	71	76
Flagler	263	230	33	112	118	16	17	67	67	66
Franklin	560	342	218	148	194	105	113	73	73	73
Gadsden	3,274	1,478	1,796	708	770	821	975	68	70	66
Hamilton	1,691	1,182	509	565	617	210	299	73	71	80
Hernando	720	468	252	221	247	101	151	66	66	67
Hillsborough	11,264	9,733	1,531	4,852	4,881	667	864	76	76	75
Holmes	1,955	1,804	151	877	927	74	77	57	55	71
Jackson	4,813	2,667	2,146	1,230	1,437	940	1,206	62	55	74
Jefferson	1,171	559	612	266	293	291	321	65	62	71
Lafayette	1,099	990	109	485	505	55	54	60	57	62
Lake	1,675	1,268	407	602	666	183	224	73	67	61
Lee	1,326	1,207	119	592	615	42	77	68	68	63
Leon	2,988	1,117	1,871	534	583	803	1,068	66	71	63
Levy	1,687	1,141	546	586	555	245	301	72	73	68
Liberty	853	538	315	237	301	143	172	74	67	80
Madison	2,888	1,516	1,372	722	794	584	788	65	65	65
Manatee	2,366	1,901	465	936	965	208	257	70	72	61
Marion	3,930	1,886	2,044	893	993	937	1,107	62	67	58
Monroe	1,734	1,354	380	661	693	189	191	69	72	58
Nassau	917	620	297	306	314	143	154	71	73	66
Okaloosa	1,297	1,039	258	494	545	112	146	63	61	73
Okeechobee	301	301		151	150			62	62	
Orange	2,509	1,713	796	808	905	331	465	72	71	73
Osceola	1,103	937	166	424	513	72	94	69	71	60
Palm Beach	1,775	1,371	404	672	699	196	208	66	66	62
Pasco	1,291	1,096	195	534	562	83	112	72	73	65
Pinellas	3,310	2,729	581	1,347	1,382	271	310	69	68	78
Polk	5,580	4,423	1,157	2,115	2,308	509	648	70	70	70
Putnam	1,885	1,070	815	532	538	355	460	68	68	67
St. Johns	1,305	920	385	456	464	145	240	72	75	64
St. Lucie	1,052	855	197	414	441	85	112	70	71	65
Santa Rosa	1,915	1,592	323	742	850	125	198	57	56	63
Seminole	1,523	844	679	403	441	269	410	74	76	72
Sumter	1,271	882	389	402	480	175	214	64	61	71
Suwannee	3,469	2,193	1,276	1,046	1,147	597	679	70	70	70
Taylor	1,139	962	177	465	497	72	105	59	57	68
Volusia	3,259	2,204	1,055	1,051	1,153	503	552	72	71	73
Wakulla	731	441	290	191	250	127	163	60	61	59
Walton	1,985	1,639	346	780	859	146	200	64	64	63
Washington	1,959	1,492	467	740	752	207	260	62	63	60

TABLE VI.—Educational Status of Pupils Enrolled.
PART I.—Chart Class, First and Second Grades.

1918-1919 Counties	Chart			First Grade			Second Grade		
	Total	White	Negro	Total	White	Negro	Total	White	Negro
In State	27,274	12,015	15,259	30,151	19,556	10,595	23,966	15,736	8,230
Alachua	982		982	1,523	964	559	981	437	544
Baker	384	276	108	178	159	19	192	176	16
Bay	318	171	147	525	435	90	258	205	53
Bradford	717	477	240	486	367	119	424	321	103
Brevard	184	57	127	232	186	46	209	168	41
Broward	168	82	86	184	112	72	172	105	67
Calhoun	341	311	30	216	122	94	171	148	23
Citrus	172	59	113	173	90	83	179	98	81
Clay	186	75	111	179	128	51	154	116	38
Columbia	887	224	663	655	316	339	532	263	269
Dade	716	482	234	860	681	179	672	559	113
DeSoto	467	318	149	770	688	82	563	495	68
Duval	1,540	635	905	3,627	2,235	1,392	2,485	1,697	788
Escambia	487	239	248	1,493	1,047	446	1,037	741	296
Flagler	40	19	21	72	56	16	65	55	10
Franklin	171	61	110	95	58	37	112	71	41
Gadsden	1,077	201	876	959	247	712	576	216	360
Hamilton	369	213	156	382	247	135	302	185	117
Hernando	189	59	130	151	78	73	127	80	47
Hillsboro	1,303	724	579	2,308	1,991	317	1,853	1,549	304
Holmes	709	665	44	622	568	54	385	347	38
Jackson	1,772	849	923	1,124	603	521	1,084	585	499
Jefferson	182	80	102	329	95	234	250	97	153
Lafayette	418	347	71	213	173	40	204	183	21
Lake	262	106	156	365	239	126	292	183	109
Lee	234	157	77	222	215	7	255	228	27
Leon	1,288	159	1,129	710	229	481	541	142	399
Levy	469	210	259	303	168	135	310	192	118
Liberty	240	141	99	214	122	92	158	88	70
Madison	1,034	284	750	668	278	390	621	269	352
Manatee	454	218	236	476	314	162	352	257	95
Marion	1,111	189	922	950	315	635	879	306	573
Monroe	206	21	185	549	423	126	461	344	117
Nassau	199	93	106	179	119	60	183	102	81
Okaloosa	402	323	79	259	194	65	276	207	69
Okeechobee	80	80		55	55		68	68	
Orange	387	139	248	435	295	140	390	250	140
Osceola	171	97	74	210	168	42	174	125	49
Palm Beach	194	33	161	344	280	64	330	221	109
Pasco	188	61	127	238	195	43	193	156	37
Pinellas				875	552	323	536	427	109
Polk	868	416	452	1,072	769	303	974	663	311
Putnam	545	132	413	398	224	174	336	156	180
St. Johns	214	54	160	236	172	64	228	137	91
St. Lucie	129	68	61	183	115	68	162	129	33
Santa Rosa	652	457	195	506	377	129	428	358	70
Seminole	308	4	304	322	170	152	238	128	110
Sumter	304	113	191	275	170	105	221	140	81
Suwannee	1,103	507	596	782	412	370	629	381	248
Taylor	392	312	80	300	216	84	254	216	38
Volusia	544	47	497	579	380	199	553	346	207
Wakulla	286	129	157	184	96	88	161	77	84
Walton	529	381	148	451	346	105	370	263	107
Washington	702	460	242	455	302	153	406	280	126

TABLE VI.—Educational Status of Pupils Enrolled.
PART II.—Third, Fourth and Fifth Grades.

1918-1919 Counties	Third Grade			Fourth Grade			Fifth Grade		
	Total	White	Negro	Total	White	Negro	Total	White	Negro
In State	24,202	16,935	7,267	23,091	17,160	5,931	17,916	14,474	3,442
Alachua	835	449	386	806	514	292	669	490	179
Baker	185	172	13	199	178	21	119	114	5
Bay	304	248	56	280	228	52	261	226	35
Bradford	500	380	120	454	349	105	305	268	37
Brevard	170	128	42	202	152	50	189	160	29
Broward	141	82	59	134	93	41	107	91	16
Calhoun	248	223	25	186	165	21	149	149	
Citrus	138	85	53	115	77	38	139	116	23
Clay	155	111	44	164	144	20	114	91	23
Columbia	563	287	276	427	269	158	307	196	111
Dade	643	516	127	679	598	81	560	525	35
DeSoto	590	535	55	678	599	79	539	523	16
Duval	2,565	1,707	858	2,400	1,656	744	1,900	1,432	468
Escambia	1,019	780	239	996	770	226	825	648	177
Flagler	39	39		49	47	2	35	34	1
Franklin	79	46	33	92	51	41	64	43	21
Gadsden	671	344	327	481	255	226	383	231	152
Hamilton	304	203	101	285	218	67	241	195	46
Hernando	121	83	38	110	78	32	110	85	25
Hillsboro	1,785	1,578	207	2,052	1,805	247	1,398	1,251	147
Holmes	429	393	36	423	399	24	358	349	9
Jackson	1,005	583	422	872	574	298	652	501	151
Jefferson	209	89	120	253	128	125	184	110	74
Lafayette	238	226	12	270	256	14	189	180	9
Lake	296	196	100	282	204	78	252	204	48
Lee	242	216	26	224	214	10	204	187	17
Leon	544	161	383	477	192	285	270	152	118
Levy	305	210	95	320	207	113	224	171	53
Liberty	179	116	63	145	116	29	90	73	17
Madison	583	313	270	469	295	174	341	239	102
Manatee	405	332	73	389	310	79	332	295	37
Marion	828	321	507	737	306	431	579	327	252
Monroe	379	298	81	294	231	63	208	177	31
Nassau	180	113	67	162	107	55	120	92	28
Okaloosa	302	231	71	238	200	38	194	169	25
Okeechobee	56	56		53	53		49	49	
Orange	457	287	170	435	269	166	354	259	95
Osceola	192	168	24	191	144	47	191	172	19
Palm Beach	372	272	100	335	245	90	283	232	51
Pasco	246	201	45	220	198	22	187	182	5
Pinellas	571	481	90	561	461	100	474	427	47
Polk	1,007	809	198	951	774	177	787	675	112
Putnam	358	206	152	354	212	142	289	212	77
St. Johns	202	123	79	204	145	59	218	168	50
St. Lucie	180	133	47	198	167	31	158	128	30
Santa Rosa	417	362	55	507	471	36	272	254	18
Seminole	253	142	111	183	110	73	218	129	89
Sumter	243	188	55	246	193	53	184	160	24
Suwannee	644	378	266	588	397	191	401	317	84
Taylor	213	189	24	231	220	11	193	179	14
Volusia	569	367	202	573	395	178	322	218	104
Wakulla	172	97	75	145	92	53	96	72	24
Walton	422	336	86	383	323	60	320	295	25
Wash'gton	449	346	103	389	306	83	309	252	57

TABLE VI.—Educational Status of Pupils Enrolled.
PART III.—Sixth, Seventh, and Eighth Grades.

1918-1919 Counties.	Sixth Grade.			Seventh Grade.			Eighth Grade		
	Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.
In State	13,766	11,937	1,829	10,460	9,640	820	8,477	7,934	543
Alachua	471	376	95	354	311	43	368	346	22
Baker	86	86		46	46		33	32	1
Bay	183	170	13	151	150	1	101	101	
Bradford	255	236	19	210	202	8	137	135	2
Brevard	125	112	13	89	86	3	82	81	1
Broward	93	91	2	80	69	11	59	56	3
Calhoun	152	152		119	119		83	83	
Citrus	91	91		67	67		51	51	
Clay	87	72	15	70	70		51	48	3
Columbia	250	193	57	175	148	27	132	126	6
Dade	512	484	28	420	404	16	314	308	6
DeSoto	479	474	5	367	360	7	337	330	7
Duval	1,406	1,090	316	933	767	166	669	563	106
Escambia	600	505	95	440	382	58	338	279	59
Flagler	17	17		26	26		31	31	
Franklin	35	27	8	39	36	3	25	23	2
Gadsden	227	198	29	154	144	10	111	105	6
Hamilton	149	137	12	78	78		79	79	
Hernando	94	75	19	59	51	8	50	46	4
Hillsborough	1,225	1,102	123	885	856	29	839	797	42
Holmes	252	246	6	133	133		97	97	
Jackson	467	406	61	344	333	11	285	282	3
Jefferson	113	90	23	109	91	18	61	57	4
Lafayette	118	112	6	115	113	2	63	63	
Lake	232	194	38	168	162	6	179	167	12
Lee	152	144	8	167	156	11	103	97	6
Leon	240	157	83	152	147	5	106	79	27
Levy	144	126	18	104	102	2	99	95	4
Liberty	77	59	18	57	53	4	20	20	
Madison	267	224	43	162	145	17	115	115	
Manatee	251	218	33	267	243	24	194	178	16
Marion	424	293	131	299	257	42	260	237	23
Monroe	161	139	22	96	81	15	88	75	13
Nassau	91	70	21	78	65	13	49	46	3
Okaloosa	169	166	3	109	108	1	67	67	
Okeechobee	49	49		24	24		28	28	
Orange	301	238	63	234	203	31	183	163	20
Osceola	135	124	11	97	89	8	85	81	4
Palm Beach	211	194	17	222	201	21	154	135	19
Pasco	136	131	5	129	128	1	126	125	1
Pinellas	435	402	33	348	322	26	322	309	13
Polk	615	576	39	513	487	26	465	445	20
Putnam	186	156	30	118	99	19	108	95	13
St. Johns	144	109	35	122	104	18	94	75	19
St. Lucie	118	101	17	100	91	9	98	93	5
Santa Rosa	238	230	8	150	148	2	129	129	
Seminole	126	86	40	139	109	30	103	85	18
Sumter	172	147	25	123	115	8	102	101	1
Suwannee	267	242	25	253	246	7	177	172	5
Taylor	108	102	6	116	116		79	79	
Volusia	374	294	80	354	310	44	285	262	23
Wakulla	75	65	10	49	44	5	29	29	
Walton	183	173	10	163	159	4	138	137	1
Washington	198	187	11	84	84		96	96	

TABLE VI.—Educational Status of Pupils Enrolled.
PART IV.—Ninth, Tenth, Eleventh and Twelfth Grades.

1918-1919 Counties.	Ninth Grade.			Tenth Grade.			Eleventh Grade			Twelfth Grade		
	Total.	White	Negro.	Total.	White	Negro.	Total.	White	Negro.	Total.	White	Negro.
In State	4,940	4,736	204	2,812	2,686	126	1,743	1,683	60	1,244	1,215	29
Alachua	154	134	20	93	88	5	57	57		39	39	
Baker	7	7		4	4							
Bay	40	40		21	21		6	6		3	3	
Bradford	40	40		22	22		17	17		13	13	
Brevard	68	68		32	32		26	26		22	22	
Broward	36	36		22	22		20	20		14	14	
Calhoun	40	40		7	7							
Citrus	34	34		35	35		10	10		9	9	
Clay	24	23	1	14	14		3	3		4	4	
Columbia	63	59	4	36	34	2	12	12		15	15	
Dade	259	257	2	133	128	5	89	89		54	54	
DeSoto	168	168		97	97		70	70		57	57	
Duval	469	414	55	266	226	40	157	131	26	121	108	13
Escambia	260	246	14	109	104	5	95	84	11	98	88	10
Flagler	9	9		7	7		1	1				
Franklin	22	21	1	17	16	1	8	8		5	5	
Gadsden	74	70	4	40	40		31	31		17	17	
Hamilton	53	53		40	40		20	20				
Hernando	27	27		27	27		12	12		7	7	
Hillsborough	468	449	19	270	264	6	206	199	7	155	151	4
Holmes	15	15		7	7		6	6		5	5	
Jackson	98	98		37	37		24	24		11	11	
Jefferson	46	46		34	34		11	11		12	12	
Lafayette	40	40		12	12		16	16		2	2	
Lake	104	104		57	57		39	39		21	21	
Lee	67	67		48	48		21	21		12	12	
Leon	81	64	17	68	54	14	39	27	12	16	16	
Levy	50	50		19	19		2	2				
Liberty	5	5		1	1							
Madison	130	130		17	17		11	11		8	8	
Manatee	92	91	1	102	102		46	46		27	27	
Marion	130	122	8	68	59	9	35	35		17	17	
Monroe	30	30		31	24	7	17	17		6	6	
Nassau	24	16	8	11	11		8	4	4	3	1	2
Okaloosa	28	28		1	1					2	2	
Okeechobee	16	16		6	6		5	5				
Orange	150	141	9	90	84	6	43	43		35	35	
Osceola	64	64		38	38		30	30		27	27	
Palm Beach	149	140	9	58	53	5	19	19		36	36	
Pasco	57	57		30	30		22	22		13	13	
Pinellas	246	246		172	172		161	161		80	80	
Polk	326	322	4	211	211		111	111		93	93	
Putnam	34	27	7	29	22	7	14	14		14	14	
St. Johns	54	47	7	44	38	6	26	26		18	18	
St. Lucie	54	53	1	56	56		35	35		29	29	
Santa Rosa	55	55		5	5		7	7		7	7	
Seminole	64	54	10	41	33	8	35	35		22	22	
Sumter	70	70		17	17		11	11		8	8	
Suwannee	49	46	3	22	22		18	18		13	13	
Taylor	28	28		15	15		1	1		5	5	
Volusia	168	168		120	120		50	50		43	43	
Wakulla	10	10		3	3							
Walton	62	62		30	30		28	28		19	19	
Washington	29	29		20	20		12	12		7	7	

TABLE VII.—(a) Number of Teachers Positions Filled. (b) Number of Different Teachers Employed.

1918-1919 Counties.	Teachers Positions Filled			Different Teachers Employed.						
	Both Races.	White	Negro.	Both Races.	White	Negro.	White Males.	White Females.	Negro. Males.	Negro. Females.
In State	5,989	4,751	1,238	6,117	5,007	1,110	691	4,316	176	934
Alachua	215	159	56	198	155	43	17	138	7	36
Baker	46	41	5	46	42	4	8	34	1	3
Bay	86	78	8	83	76	7	8	68	1	6
Bradford	102	88	14	93	77	16	16	61	5	11
Brevard	70	60	10	79	68	11	13	55	2	9
Broward	47	38	9	48	39	9	3	36	2	7
Calhoun	53	47	6	49	43	6	8	35	3	3
Citrus	42	33	9	44	35	9	3	32		9
Clay	49	39	10	49	39	10	8	31	1	9
Columbia	116	81	35	117	81	36	11	70	4	32
Dade	174	155	19	185	166	19	11	155	1	18
DeSoto	187	175	12	194	180	14	37	143	3	11
Duval	595	452	143	695	552	143	38	514	17	126
Escambia	231	181	50	290	242	48	18	224	5	43
Flagler	18	17	1	20	19	1	3	16	1	
Franklin	25	16	9	24	16	8		16	1	7
Gadsden	111	75	36	112	92	20	12	80	5	15
Hamilton	75	62	13	75	65	10	9	56		10
Hernando	39	30	9	38	30	8	4	26	1	7
Hillsborough	416	369	47	446	399	47	49	350	4	43
Holmes	98	92	6	84	80	4	36	44	1	3
Jackson	204	148	56	185	147	38	23	124	13	25
Jefferson	69	50	19	52	41	11	2	39	5	6
Lafayette	73	67	6	80	74	6	17	57	3	3
Lake	106	86	20	101	81	20	13	68	3	17
Lee	76	70	6	76	70	6	8	62	1	5
Leon	113	62	51	105	67	38	8	59	3	35
Levy	87	64	23	77	59	18	9	50	5	13
Liberty	45	33	12	45	33	12	5	28	4	8
Madison	112	78	34	94	72	22	13	59	4	18
Manatee	120	104	16	123	109	14	16	93	2	12
Marion	193	107	86	188	123	65	16	107	7	58
Monoe	68	56	12	68	56	12	3	53	1	11
Nassau	46	33	13	42	30	12	4	26	1	11
Okaloosa	64	55	9	64	55	9	19	36	2	7
Okeechobee	19	19		19	19		5	14		
Orange	124	93	31	126	93	33	11	82	4	29
Osceola	62	55	7	60	53	7	3	50	2	5
Palm Beach	95	73	22	119	94	25	14	80	2	23
Pasco	68	61	7	60	54	6	12	42	1	5
Pinellas	133	117	16	134	118	16	10	108	3	13
Polk	276	231	45	267	224	43	21	203	3	40
Putnam	106	73	33	103	74	29	11	63	1	28
St. Johns	66	50	16	72	56	16	6	50	4	12
St. Lucie	64	54	10	55	49	6	10	39	2	4
Santa Rosa	96	84	12	76	70	6	9	61		6
Seminole	77	48	29	76	48	28	4	44	2	26
Sumter	61	51	10	63	53	10	4	44	3	7
Suwannee	136	98	38	139	101	38	21	80	10	28
Taylor	68	64	4	63	59	4	17	42	1	3
Volusia	167	122	45	175	128	47	16	112	7	40
Wakulla	39	27	12	32	23	9	3	20	2	7
Walton	102	88	14	127	111	16	22	89	7	9
Washington	59	42	17	82	67	15	19	48	3	12

TABLE VIII.—PART I.—Grades of Certificates Held by Teachers Employed.

1918-1919 Counties	Grand Total	Temporary			Third Grade			Second Grade			First Grade		
		Total	White	Negro	Total	White	Negro	Total	White	Negro	Total	White	Negro
In State	*5,658	275	236	39	1,140	688	452	2,317	1,803	514	1,087	1,033	54
Alachua	188	10	10		45	25	20	79	58	21	26	24	2
Baker	55				17	16	1	27	22	5	10	10	
Bay	80	5	5		29	22	7	29	28	1	12	12	
Bradford	95	7	6	1	39	33	6	35	30	5	8	6	2
Brevard	72	4	4		10	7	3	33	28	5	12	9	3
Broward	47	1	1		5		5	14	10	4	16	16	
Calhoun	49				8	5	3	28	25	3	12	12	
Citrus	45				8	2	6	15	12	3	16	16	
Clay	49	1		1	13	11	2	29	23	6	1	1	
Columbia	108				18	5	13	51	33	18	30	28	2
Dade	167	26	26		7	4	3	52	37	15	48	48	
DeSoto	179	2	2		22	18	4	74	70	4	55	53	2
Duval	378	64	59	5	49	6	43	184	129	55	59	50	9
Escambia	244	46	44	2	62	33	29	114	99	15	20	20	
Flagler	14	5		5	3	2	1	7	7		4	4	
Franklin	25	1	1		7	1	6	9	8	1	4	2	2
Gadsden	109	6		6	28	14	14	41	36	5	17	17	
Hamilton	74	1		1	24	20	4	27	21	6	16	16	
Hernando	40				9	5	4	7	3	4	18	18	
Hillsborough	415	8	8		52	39	13	180	152	28	75	72	3
Holmes	74	10	10		19	16	3	34	33	1	10	10	
Jackson	170	14	5	9	38	19	19	69	62	7	42	39	3
Jefferson	48	4	4		12	8	4	17	12	5	8	7	1
Lafayette	115				11	11		65	60	5	27	26	1
Lake	102				20	12	8	39	27	12	21	21	
Lee	107				11	8	3	18	16	2	26	25	1
Leon	117	8	6	2	45	6	39	37	26	11	19	19	
Levy	77	2	2		20	15	5	42	27	15	11	11	
Liberty	41	4	4		16	8	8	15	13	2	5	3	2
Madison	93				21	12	9	41	31	10	24	23	1
Manatee	134	5	4	1	12	9	3	57	48	9	31	30	1
Marion	181	8	6	2	52	18	34	65	39	26	41	38	3
Monroe	52				6	5	1	20	15	5	15	13	2
Nassau	41	1	1		12	7	5	18	12	6	5	5	
Okaloosa	64				28	21	7	27	25	2	8	8	
Okeechobee	19				3	3		4	4		7	7	
Orange	127				14	8	6	49	23	26	33	32	1
Osceola	58				5	2	3	19	16	3	23	22	1
Palm Beach	94	2	1	1	17	10	7	29	18	11	11	11	
Pasco	61	2	2		12	8	4	22	20	2	16	16	
Pinellas	151				29	22	7	56	48	8	13	13	
Polk	284				41	25	16	83	60	23	82	81	1
Putnam	99	4	3	1	22	13	9	50	34	16	11	8	3
St. Johns	70				13	7	6	35	27	8	8	7	1
St. Lucie	57				7	6	1	28	25	3	6	5	1
Santa Rosa	76				29	26	3	26	23	3	14	14	
Seminole	69	7	6	1	13	5	8	34	17	17	6	5	1
Sumter	63				12	6	6	26	22	4	18	18	
Suwannee	137	1	1		28	24	4	76	46	30	23	19	4
Taylor	57	5	5		9	8	1	16	14	2	22	21	1
Volusia	172	1	1		32	14	18	62	39	23	23	23	
Wakulla	22	2	1	1	7	6	1	11	10	1	4	4	
Walton	122	6	6		52	40	12	49	45	4	13	13	
Washington	71	2	2		17	12	5	43	35	8	2	2	

*Temporaries not included in total.

TABLE VIII.—PART II.—Other Certificates Held by Teachers Employed.

1918-1919 Counties	State	Grad. State	Life State	Special		Prim.	Life Prim.	State	Life State	Life First Grade		
	White	White	White	White	Negro	White	White	Negro	Negro	Total	White	Negro
In State	161	136	97	309	6	152	114	1	6	132	114	18
Alachua	2	3	3	14		3	8			5	5	
Baker			1									
Bay	1	1	3	1		2	2					
Bradford	3	3		1		2				4	4	
Brevard			5	7		2	1			2	2	
Broward	1	2	2	4		3						
Calhoun										1	1	
Citrus	2		1	3								
Clay	3					1	1			1		1
Columbia	5		4									
Dade	11	9	8	13	2	10	6			1	1	
DeSoto	1	6	5	10		4				2	2	
Duval	3	9	3	21	2	5	16	1		26	25	1
Escambia	5	5		15	1	3	15			4	3	1
Flagler												
Franklin	1		1	1		1				1	1	
Gadsden	6	5	2	5	1	4						
Hamilton	1	2	1	2		1						
Hernando	3			2		1						
Hillsborough	8	2	8	31		14	19		4	22	22	
Holmes	4		1	4		1				1	1	
Jackson	3	3	1	3		5	2			4	4	
Jefferson	1	4					2			4	3	1
Lafayette	3	5	1	2						1	1	
Lake	3		1	12		4				2	2	
Lee	6		1	23		20	1			1	1	
Leon		4		4		1	1		1	5	5	
Levy	1	2								1	1	
Liberty		3				1	1					
Madison	3		1				1			2	1	1
Manatee	6	3	2	12		8	2			1	1	
Marion	2	4	2	4		4	2			5	5	
Monroe	7	3								1		1
Nassau	1		1							4	3	1
Okaloosa						1						
Okeechobee	4	1										
Orange	5	11	1	3		6	4			1	1	
Osceola	1	2	3	4			1					
Palm Beach	8	3	4	15		5	2					
Pasco	2	1	1	4		2	1					
Pinellas	14	3	1	23		9	1		1	1	1	
Polk	8	12	12	18		10	10			8	5	3
Putnam	3		1	4		1	3			4	4	
St. Johns	1		2	6		3	2					
St. Lucie	8	1	1	3		1				2		2
Santa Rosa	2	1	2			2						
Seminole	1	3		6		3	1			2	1	1
Sumter	2		3				2					
Suwannee	1	2	2			1				4	4	
Taylor	1	1	2	1		4				1	1	
Volusia		13	2	25		4	5			6	3	3
Wakulla												
Walton	2	1	2	1			2					
Washington	2	3		2						2		2

TABLE IX.—Results of Teachers' Examinations by State Board of Examiners.
PART I.—Total Examinees; (a) Certificates Awarded.

1918-1919 Counties in Which Held	Total Exam'ees		Total Failed		(1) Examinees for First Grade							
					First Grade		Second Grade		Third Grade		Failed Entirely	
	White	Negro	White	Negro	White	Negro	White	Negro	White	Negro	White	Negro
In State	1,779	667	408	353	219	11	113	5	82	7	38	5
Broward	17		1		6		3		2			
Sumter	65	24	13	10	13		10		1		2	
Jefferson	15	1	1	1	2		1		1			
Holmes	31	41	5	33	1		2					
Leon	29	6	4	1	5		2		1		1	
Leon	105	20	28	11	17		6		9	2	9	2
Alachua	201	53	53	33	19	1	26	1	20		10	2
Hamilton	54	17	13	13	8		1		4		2	
Orange	48	13		7	19		5		1			
Osceola	33	9	2	3	6		3		2			
Clay	34	45	4	17	7		2		1		2	
Madison	8	4		3	3							
Okaloosa	34	20	17	11	1		2	1		1		
Duval	34	12	2	8	1				1			
Hillsborough	91	12	16	7	7		3		1		1	
Marion	30	8	7	4		1	1		2			
Palm Beach	24	10	3	2	3		1		1			
Suwannee	16	9	3	7	2		1		1			
Jackson	32	18	11	11	4	1	4		3	1	2	
Santa Rosa	29	1	7		1				2			
Bradford	21	4	11	2								
Lake	32	2	2		3		1		1			
Dade	44	5	3	1	10		3		1			
Seminole	20	4	2		1							
Alachua	73	48	35	21	5	4	2					
Pinellas	29	6	5	3	1						1	
DeSoto	15	5	1	3	2							
Taylor	18		6		3							
Franklin	14	12	3	6	1		2					
Escambia	24	8	6	5	1		1					
Columbia	17	12	4	7	2							
Pasco	16	9	2	2	3		2					
Manatee	20	4	2	1	2		1		1			
Monroe	2	2			1							
St. Lucie	27	3		1	3							
Putnam	24	11	3	4	4							
Washington	19	16	3	12	2	1	1		4			
Lafayette	23		7				1		1		1	
Citrus	6	4		2						1		
Liberty	12	1	7		1						1	
Orange	19	18	1	7	5				1	1		
Flagler	16	4	2		4		1				1	
Baker	16	11	8	4	2		1	1			1	
Gadsden	30	11	6	7	4	1	4		4		1	
Polk	37	26	4	16	6	1	3	2	2			1
Volusia	25	18	1	8	4		1		1			
DeSoto	31	3	7	3	12		2		2		2	
Leon	27		4		2		2		1			
Madison	120	16	58	15	8		8		8	1	1	
Walton	59	17	24	13	2		3		2			
Clay	13	11	1	5		1	1					
Duval		53		23								

TABLE IX.—Results of Teachers' Examinations by State Board of Examiners.
PART II.—(b) Certificates Awarded.

1918-1919 Counties in Which Held	(2) Examinees for Second Grade.						(3) Examinees for Third Grade			
	Second Grade		Third Grade		Failed Entirely		Third Grade		Failed Entirely	
	White	Negro	White	Negro	White	Negro	White	Negro	White	Negro
In State	301	110	269	155	260	238	63	26	79	104
Broward	3		2		1					
Sumter	13	8	9	6	11	10				
Jefferson	2				1		4			1
Holmes	10	1	13	5	5	13		2		20
Leon	2	1	5	4		1				
Leon	9	1	10	6	14	8				
Alachua	12	3	22	14	32	23	2	1	8	8
Hamilton	10		12	4	9	9				4
Orange	10	3	5	3		3				4
Osceola	9	3		3	2	2				1
Clay	12	18	1	9	1	11		4		4
Madison	3			1		3				
Okaloosa	7	2	1	4	10	7	5	1	7	4
Duval	11	2	12	2	2	6		3		1
Hillsborough	25	1	18	2	11	4	3	2	2	3
Marion	5	1	4	1	7	3	2	1		1
Palm Beach	6	5	2	1	1	2	3		2	
Suwannee	3	1	5	1	1	3			2	3
Jackson	5		2	3	5	5		2		6
Santa Rosa	4		5		5		4	1	2	
Bradford	3		3	2	2	1	4		9	1
Lake	5		8		1		2	2		
Dade	9	3	6	1	1	1	2			
Seminole	6	1	2	3	1					
Alachua	10	7	4	14	9	20	2	1	22	1
Pinellas	6	1	3	1	2		2	1	1	3
DeSoto	3		1	2		3	3		1	
Taylor	2		4		5		2		1	
Franklin	4	2	1	4	1	3	1		2	3
Escambia	8	2	1	1	2	5	5		4	
Columbia	2	1	2	4	1	4	4		3	3
Pasco	3	6		1	2	1	3			1
Manatee	5			3	1		3			1
Monroe	1	2								
St. Lucie	8	1	4				3	1		1
Putnam	5	1	3	3	2	3	3	3	1	1
Washington	4	1	2	2	1	2			2	10
Lafayette	4		5		3				3	
Citrus	4		1	1		1				1
Liberty	1	1	1		4				2	
Orange	3	2	1	7	1	4	1	1		3
Flagler	4	1		2	1					
Baker	2	3	3	3	7	4				
Gadsden	3	1	8	2	4	7				
Polk	5		12	7	4	13				2
Volusia	6	3	6	7	1	6				2
DeSoto	3		3		5	3				
Leon	6		9		4					
Madison	5		23		53	8			4	7
Walton	6		19	4	24	9				4
Clay	4	3	6	2		5			1	
Duval		18		10		22				

TABLE IX.—Results of Teachers' Examinations by State Board of Examiners.
PART III.—(c) Certificates Awarded.

1918-1919 Counties in Which Held	(4) Examinees for Primary.				(5) Examinees for Specials.				(6) Examinees for State.			
	Primary		Failed Entirely		Specials		Failed Entirely		State		Failed Entirely	
	White	Negro	White	Negro	White	Negro	White	Negro	White	Negro	White	Negro
In State	43		3	2	259	6	28	3	16			1
Broward												
Sumter					5				1			
Jefferson					4							
Holmes												
Leon	1				8		3		1			
Leon	10		1	1	16		4					
Alachua	10		1		34		2		3			
Hamilton			1		6		1					
Orange	1				6				1			
Osceola	2				7				2			
Clay	1				3	1	1	1				
Madison					2							
Okaloosa					1							
Duval					3	1		1				
Hillsborough	3				14	1	2					
Marion	1				7				1			
Palm Beach					5	2						
Suwannee	1							1				
Jackson					3		4					
Santa Rosa					6							
Bradford												
Lake					9		1		1			
Dade	3				7		2					
Seminole					9		1					
Alachua					11		4		4			1
Pinellas	4				8		1					
DeSoto	2				3							
Taylor					1							
Franklin					2							
Escambia					2							
Columbia					3							
Pasco	1				2							
Manatee	1				5		1					
Monroe												
St. Lucie					9							
Putnam					6							
Washington					2				1			
Lafayette					5							
Citrus					1							
Liberty					2							
Orange	1				6							
Flagler					5	1						
Baker												
Gadsden	1						1					
Polk					5							
Volusia					6							
DeSoto					2							
Leon					3							
Madison					9				1			
Walton					3							
Clay					1							
Duval				1	2							

TABLE X.—Facts Relating to Teachers Employed.

1918-1919 Counties in	Residing in Other Counties of State			Residing in Other States			Graduates of Normal Schools		Attended Teachers' Schools Last Summer.		Attended Last Teachers' Association.		Subscribers for an Educational Journal.	
	Total	White	Negro	Total	White	Negro	White	Negro	White	Negro	White	Negro	White	Negro
In State	959	797	162	263	244	19	622	147	705	143	367	135	2,462	551
Alachua	21	21		10	9	1	48	2	31	14	64	24	87	29
Baker	27	21	6				5	5	16	3			20	5
Bay	22	22		3	3		6		17	1	1		25	1
Bradford	8	8					9		19		18		48	6
Brevard	37	29	8	6	6		2		13	3	6		55	7
Broward	11	7	4	11	11		11		13		2	1	25	6
Calhoun	7	6	1	3	3				1	1			15	3
Citrus	13	9	4	1	1		1	3	15	2	10	3	21	4
Clay	1	1					3		2		4		16	
Columbia*														
Dade	27	27		24	24		11		17	2	14	9	75	18
DeSoto	33	24	9	4	4		31	4	32	2	15	2	91	6
Duval							28		34	36	19	19	150	91
Escambia	40	35	5	28	28		6	1	15	7	1	3	87	24
Flagler									1				10	
Franklin	7	6	1				2		3				5	6
Gadsden	38	35	3	23	22	1	22		28		6		79	11
Hamilton	2	2		5	5		10				2	2	25	1
Hernando	3	3					1		10	1	4	3	15	7
Hillsborough	28	23	5	9	9		84	18	68	14	4	4	349	40
Holmes	4	4		1	1		1				3		43	1
Jackson	27	25	2	9	9		3		23	1	4	1	31	9
Jefferson				2	2		8		13		1		27	1
Lafayette	25	25		2	2		2				12		19	
Lake	19	16	3	3	3		21		17		1		77	
Lee	20	19	1	6	6		7		10		5		43	1
Leon	8	8		1	1		13	11	15	12		1	25	17
Levy	34	25	9	2	2		1		18		4		30	14
Liberty	11	7	4	2	2		3	2	12		4		9	1
Madison	26	13	13	5	5		6	2	5	3	10	3	27	10
Manatee	19	10	9	9	9		4		22	4	20	1	44	11
Marion	67	43	24	22	7	15	31	19	20	3	13	5	55	21
Monroe	14	14		5	5		9		20				3	
Nassau	5	4	1	1	1		1	1	2		2		15	4
Okaloosa	8	4	4	3	3		3		9		3		26	2
Okeechobee	8	8		1	1		5				5		7	
Orange	24	21	3	15	13	2	42	19	17	6	2	9	54	22
Osceola	12	10	2	3	3		4		6	1	2	3	17	7
Palm Beach	5	5		10	10		12		8	2	3	2	30	11
Pasco							7		10		2		25	4
Pinellas							46	3	22	4	3		73	7
Polk	90	68	22	10	10		16	3	30	3	21	9	175	33
Putnam	4	4		1	1		7	17	17	3	29	10	40	10
St. Johns	25	22	3	2	2		10	9	8	4	3	6	18	12
St. Lucie	2	2		1	1		12	2	9	2	2		34	4
Santa Rosa	28	26	2	2	2		3		3	2			9	2
Seminole	6	6		8	8		21	23	2			1	26	21
Sumter	34	27	7	4	4		5		22	4	8		51	10
Suwannee	27	27					15		6		10		21	
Taylor	14	14		1	1		3		5		6	1	14	1
Volusia	32	28	4	5	5		8	3	29	3	18	13	108	26
Wakulla	9	7	2				3						21	9
Walton	18	18					3		7		1		24	2
Washington	9	8	1				7		3				67	15

*Not reported.

TABLE XI.—(a) Average Age of Teachers; (b) Average Experience in Months; (c) Percentage of Males.

1918-1919 Counties.	Average Age in Years					Average Experience in Months.					Percentage of Males.		
		White		Negro			White		Negro				
	All Teachers	Male	Female	Male	Female	All Teachers	Male	Female	Male	Female	Both Races	White	Negro
In State	28	35	26	42	28	46	64	39	127	54	14	14	16
Alachua	28	29	27	44	31	56	49	48	157	69	12	11	16
Baker	26	27	24	32	27	35	42	32	112	27	20	19	25
Bay	26	28	26	25	25	34	33	20	40	42	11	10	14
Bradford	30	37	27	38	37	41	65	30	78	55	24	21	45
Brevard	39	42	29	42	33	50	94	32	164	70	19	19	18
Broward	27	35	26	47	23	48	110	42	156	18	10	8	22
Calhoun	27	27	26	50	21	42	46	28	205	32	22	23	50
Citrus	27	33	27		26	37	66	35		34	6	8	
Clay	29	35	26	56	26	50	45	41	118	79	18	21	10
Columbia	29	33	23	36	24	55	56	28	109	28	14	13	11
Dade	31	33	31	27	30	53	85	42	22	49	6	7	5
DeSoto	27	32	26	39	25	42	76	31	132	26	21	21	21
Duval	26	35	25	30	27	41	35	38	55	56	8	7	13
Escambia	30	34	30	45	28	54	58	49	124	65	6	7	10
Flagler	25	24	26	45		16	16	16	20		20	16	100
Franklin	29		28	47	29	52		47	169	46	4		87
Gadsden	27	33	24	44	32	40	66	26	122	65	15	13	25
Hamilton	25	29	23		28	33	76	24		43	12	14	
Hernando	28	41	24	28	29	37	78	33	31	29	13	13	12
Hillsborough	34	34	28	44	29	33	87	54	139	53	12	12	8
Holmes	27	31	24	54	24	38	59	21	80	17	44	45	25
Jackson	25	31	24	42	28	41	66	27	133	50	13	15	34
Jefferson	32	52	29	52	27	48	76	38	105	56	13	5	45
Lafayette	30	24	32	42	33	27	16	29	62	41	25	21	50
Lake	31	36	26	56	45	45	73	29	402	53	16	16	15
Lee	29	49	26	37	24	55	158	42	136	29	12	11	16
Leon	31	32	28	57	32	50	78	45	87	50	10	12	8
Levy	25	27	24	33	27	26	21	22	64	30	18	15	28
Liberty	29	28	24	49	28	32	22	14	234	3	20	15	50
Madison	26	25	25	41	28	47	42	39	159	50	18	18	18
Manatee	28	34	27	40	30	51	86	41	128	66	15	15	14
Marion	29	31	28	40	31	53	71	41	121	62	12	13	11
Monroe	29	43	25	40	30	40	90	30	110	50	6	5	8
Nassau	32	40	30	59	30	56	113	42	206	55	12	13	8
Okaloosa	26	29	23	37	30	33	38	27	85	52	33	34	22
Okeechobee	23	25	22			17	22	16			26	26	
Orange	30	36	27	43	33	68	110	51	163	87	12	12	13
Osceola	32	39	31	41	30	62	97	59	105	50	8	6	30
Palm Beach	33	35	29	41	28	60	48	36	116	40	13	15	8
Pasco	33	32	33	45	29	56	78	45	168	82	21	22	17
Pinellas	33	33	33	46	27	61	83	58	119	43	10	8	19
Polk	29	34	27	55	29	51	81	43	221	63	9	9	7
Putnam	29	33	28	48	29	48	60	40	60	60	12	15	3
St. Johns	32	38	30	35	26	71	89	54	98	44	14	11	25
St. Lucie	29	33	25	42	28	56	72	39	22	62	22	25	50
Santa Rosa	24	27	24		33	30	38	24		77	10	13	
Seminole	32	45	26	40	29	45	87	21	150	41	8	8	7
Sumter	30	31	26	49	32	62	115	38	175	96	20	17	30
Suwannee	29	25	26	37	28	43	38	31	62	42	22	21	26
Taylor	27	26	27	47	23	47	49	43	284	31	30	30	25
Volusia	30	36	29	42	28	55	88	52	102	45	13	12	15
Wakulla	26	38	22	46	27	30	68	17	107	29	16	13	22
Walton	24	26	23	38	27	35	28	27	133	58	23	20	44
Washington	27	34	24	48	26	40	60	22	166	46	26	28	25

TABLE XII.—Aggregate Days Taught by All Teachers.

1918-1919 Counties	Total Both Races	Whites			Negroes		
		Total	Males.	Females.	Total	Males.	Females.
In State	755,444	627,898	74,420	553,478	127,546	20,316	107,230
Alachua	24,848	20,536	2,017	18,519	4,312	766	3,546
Baker	4,424	4,111	855	3,256	313	113	200
Bay	9,706	9,076	1,049	8,027	730	70	660
Bradford	10,424	9,204	1,947	7,257	1,220	560	660
Brevard	8,410	7,350	595	6,755	1,060	200	860
Broward	6,424	5,556	335	5,221	868	214	654
Calhoun	5,587	5,217	928	4,289	370	180	190
Citrus	6,387	5,827	469	5,358	560		560
Clay	5,773	4,793	1,015	3,778	980	120	860
Columbia	11,922	8,134	1,024	7,110	3,788	440	3,348
Dade	29,677	26,717	1,740	24,977	2,960	160	2,800
DeSoto	23,149	22,161	3,972	18,189	988	280	708
Duval	73,228	54,610	2,582	52,028	18,618	2,299	16,319
Escambia	31,732	25,724	1,859	23,865	6,008	595	5,413
Flagler	2,457	2,392	364	2,028	65	65	
Franklin	3,116	2,116		2,116	1,000	160	840
Gadsden	12,941	10,603	1,262	9,341	2,338	652	1,686
Hamilton	7,687	6,942	992	5,950	745		745
Hernando	4,624	3,824	440	3,384	800	120	680
Hillsborough	67,638	60,739	5,988	54,751	6,899	600	6,299
Holmes	9,584	9,159	2,778	6,381	425	70	355
Jackson	19,670	15,812	2,330	13,482	3,858	1,620	2,238
Jefferson	6,349	5,309	320	4,989	1,040	440	600
Lafayette	7,865	7,365	1,292	6,073	500	260	240
Lake	13,779	11,879	2,140	9,739	1,900	340	1,560
Lee	11,935	11,135	1,315	9,820	800	140	660
Leon	13,698	8,618	1,263	7,355	4,980	480	4,500
Levy	8,681	6,865	962	5,903	1,816	600	1,216
Liberty	3,692	2,976	431	2,545	716	220	496
Madison	10,495	8,724	1,539	7,185	1,771	400	1,371
Manatee	16,271	14,451	1,615	12,836	1,820	340	1,480
Marion	23,267	14,636	1,650	12,986	8,631	860	7,771
Monroe	9,834	7,824	437	7,387	2,010	175	1,835
Nassau	5,498	3,737	480	3,257	1,761	160	1,601
Okaloosa	4,739	4,079	1,496	2,583	660	160	500
Okeechobee	2,703	2,703	530	2,173			
Orange	19,518	15,378	1,625	13,753	4,140	560	3,580
Osceola	9,814	8,824	519	8,305	990	300	690
Palm Beach	13,210	10,490	1,384	9,106	2,720	280	2,440
Pasco	8,414	7,844	1,386	6,458	570	120	450
Pinellas	21,982	19,929	1,515	18,414	2,053	380	1,673
Polk	38,153	33,507	3,080	30,427	4,646	400	4,246
Putnam	14,311	10,461	1,300	9,161	3,850	140	3,710
St. Johns	10,625	8,205	800	7,405	2,420	480	1,940
St. Lucie	8,103	7,288	1,425	5,863	815	220	595
Santa Rosa	10,423	9,491	1,107	8,384	932		932
Seminole	9,599	6,259	601	5,658	3,340	360	2,980
Sumter	7,528	6,494	1,089	5,405	1,034	394	640
Suwannee	11,835	9,085	1,174	7,911	2,750	790	1,960
Taylor	7,855	7,429	1,728	5,701	426	180	246
Volusia	25,034	19,124	2,270	16,854	5,910	820	5,090
Wakulla	3,960	3,004	560	2,444	956	280	676
Walton	8,895	7,777	1,403	6,374	1,118	468	650
Washington	7,971	6,405	1,443	4,962	1,566	285	1,281

TABLE XIII—Aggregate Salaries Paid All Teachers. By Races and Sexes.

1918-1919 Counties	Total	White Males	White Females	Negro Males	Negro Females
In State	$2,591,046.83	$ 420,937.39	$1,914,542.98	$ 52,570.49	$ 202,995.97
Alachua	79,005.50	10,182.25	62,091.00	1,597.25	5,135.00
Baker	14,442.25	4,332.50	9,560.25	199.50	350.00
Bay	31,031.90	6,142.13	23,814.77	105.00	970.00
Bradford	28,223.75	7,909.00	18,429.75	1,060.00	825.00
Brevard	32,955.25	8,322.50	22,187.75	600.00	1,845.00
Broward	25,440.25	3,082.50	20,345.75	595.00	1,417.00
Calhoun	14,770.00	3,563.00	10,744.50	225.00	237.50
Citrus	22,464.75	4,610.25	17,117.00		737.50
Clay	15,027.25	3,340.50	9,954.25	360.00	1,372.50
Columbia	32,582.96	4,817.75	22,122.75	790.00	4,852.46
Dade	121,783.25	18,684.12	96,134.13	600.00	6,365.00
DeSoto	82,481.50	20,148.75	60,248.75	810.00	1,274.00
Duval	289,310.91	22,476.47	223,386.67	8,011.75	35,436.02
Escambia	103,517.40	10,125.33	78,985.86	1,845.00	12,561.21
Flagler	7,499.71	1,732.00	5,670.21	97.50	
Franklin	10,081.00		8,501.75	380.00	1,199.25
Gadsden	38,941.37	6,910.00	28,780.87	1,075.00	2,175.50
Hamilton	20,801.25	4,889.00	15,094.75		817.50
Hernando	15,423.75	2,575.00	11,313.75	360.00	1,175.00
Hillsborough	269,955.50	41,409.00	211,303.75	2,275.00	14,967.75
Holmes	19,588.28	9,290.47	9,519.06	125.00	653.75
Jackson	53,114.10	8,902.25	38,778.50	2,783.00	2,650.35
Jefferson	17,845.00	1,595.00	14,850.00	650.00	750.00
Lafayette	26,351.33	5,017.00	20,294.33	570.00	470.00
Lake	50,076.00	12,640.50	34,018.00	815.00	2,602.50
Lee	45,963.25	9,114.50	35,438.75	525.00	885.00
Leon	36,751.00	6,971.00	21,375.00	1,275.00	7,130.00
Levy	25,838.50	4,055.00	18,993.00	1,030.00	1,760.50
Liberty	9,373.75	1,501.75	6,874.50	370.00	627.50
Madison	28,203.90	5,885.65	19,967.50	592.00	1,758.75
Manatee	61,411.50	10,008.75	48,037.75	911.25	2,453.75
Marion	64,938.93	8,253.50	41,005.18	2,214.00	13,466.25
Monroe	30,115.72	3,498.50	22,078.50	777.50	3,761.22
Nassau	15,303.50	3,260.00	8,205.25	840.00	2,998.25
Okaloosa	12,585.25	4,573.75	6,911.50	260.00	840.00
Okeechobee	11,076.50	3,312.50	7,764.00		
Orange	70,506.25	9,557.50	52,423.75	1,700.00	6,825.00
Osceola	39,959.25	4,982.50	32,644.25	780.00	1,552.50
Palm Beach	47,270.27	9,171.00	31,707.77	1,135.00	5,256.50
Pasco	28,968.50	7,793.00	20,350.50	240.00	585.00
Pinellas	97,528.32	15,026.25	77,728.32	1,410.00	3,363.75
Polk	143,640.25	19,790.00	110,461.75	1,450.00	11,938.50
Putnam	46,102.50	7,150.00	31,462.50	560.00	6,930.00
St. Johns	32,050.50	3,315.00	23,560.00	1,275.00	3,900.50
St. Lucie	30,965.00	6,852.50	22,156.25	650.00	1,306.25
Santa Rosa	29,588.75	4,289.25	23,974.50		1,325.00
Seminole	30,615.75	3,477.50	20,173.25	1,280.00	5,685.00
Sumter	24,905.08	6,395.46	16,611.50	912.62	985.50
Suwannee	32,645.50	4,985.25	23,177.75	1,422.50	3,060.00
Taylor	28,533.12	7,260.47	20,194.15	525.00	553.50
Volusia	90,620.80	15,585.25	62,647.55	2,720.00	9,668.00
Wakulla	8,509.87	1,785.00	5,428.00	460.00	836.87
Walton	23,758.85	4,934.25	17,170.50	746.00	908.10
Washington	20,602.26	5,455.04	12,771.61	580.62	1,794.99

TABLE XIV.—Average Monthly Salaries Paid Teachers.

1918-1919 Counties	All	White.		Negro.	
		Males	Females	Males	Females
In State	$68.60	$113.20	$69.20	$51.60	$36.00
Alachua	63.67	100.90	66.90	41.70	29.00
Baker	65.00	101.20	59.40	35.30	35.00
Bay	66.74	117.08	59.24	30.00	29.40
Bradford	54.20	81.20	50.60	37.75	25.00
Brevard	70.00	97.10	67.50	60.00	42.94
Broward	79.20	184.03	77.94	55.60	43.33
Calhoun	52.83	76.55	50.37	25.00	25.00
Citrus	63.00	140.00	67.00		26.00
Clay	52.59	65.82	52.66	60.00	31.91
Columbia	58.80	94.08	61.64	40.00	30.14
Dade	82.04	201.25	76.80	75.00	45.45
DeSoto	72.59	91.18	66.24	56.42	35.98
Duval	77.60	174.00	83.80	70.20	43.40
Escambia	65.34	108.90	66.20	62.02	46.88
Flagler	60.80	95.10	55.72	30.00	
Franklin	59.21		70.38	47.50	28.55
Gadsden	60.20	109.50	61.62	36.96	25.80
Hamilton	54.00	98.54	50.72		21.94
Hernando	61.82	107.00	63.00	60.00	34.56
Hillsborough	86.50	138.00	77.50	75.00	47.65
Holmes	54.37	66.88	46.53	41.67	36.83
Jackson	54.04	75.00	57.53	36.62	22.50
Jefferson	56.25	100.00	59.12	29.54	25.00
Lafayette	66.20	77.60	66.80	43.90	39.20
Lake	61.00	101.80	70.00	48.00	33.36
Lee	77.40	138.60	72.34	75.00	34.20
Leon	54.08	110.40	57.80	53.12	31.60
Levy	59.50	84.20	64.00	34.33	28.80
Liberty	50.80	69.60	54.00	32.50	25.62
Madison	54.00	76.40	55.60	29.60	26.00
Manatee	76.00	123.95	74.95	62.43	50.34
Marion	55.85	100.04	63.21	51.49	34.66
Monroe	61.20	169.20	59.60	90.00	40.80
Nassau	55.00	102.50	51.25	105.00	37.10
Okaloosa	53.20	61.40	53.40	32.50	33.60
Okeechobee	81.96	124.62	71.20		
Orange	72.21	117.62	76.29	60.70	38.12
Osceola	81.43	192.00	78.61	52.00	45.00
Palm Beach	71.72	132.53	68.96	81.07	43.73
Pasco	61.40	102.40	63.40	40.00	30.00
Pinellas	96.30	196.50	101.84	73.33	43.63
Polk	72.80	128.53	72.60	72.00	45.00
Putnam	64.43	110.00	68.70	80.00	37.36
St. Johns	60.20	82.86	62.60	53.00	40.20
St. Lucie	71.36	97.11	76.07	55.52	43.00
Santa Rosa	56.70	77.47	57.18		25.00
Seminole	65.50	87.00	70.00	71.00	37.00
Sumter	64.60	116.50	61.46	46.25	30.84
Suwannee	53.40	84.80	58.60	36.00	30.80
Taylor	72.65	84.03	70.85	58.33	45.00
Volusia	72.30	137.31	74.32	66.34	37.88
Wakulla	42.97	63.75	44.42	32.86	24.76
Walton	53.57	70.94	53.92	31.90	27.94
Washington	54.34	75.60	51.58	40.70	27.20

TABLE XV.—Highest and Lowest Monthly Salaries Paid Teachers.

1918-1919 Counties.	Highest.				Lowest.			
	To Whites.		To Negroes.		To Whites.		To Negroes.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
In State	$437.50	$177.77	$166.66	$90.00	$35.00	$25.00	$20.00	$20.00
Alachua	275.00	140.00	75.00	40.00	55.00	45.00	25.00	20.00
Baker	150.00	85.00	37.50	42.50	40.00	35.00	30.00	30.00
Bay	175.00	110.00	30.00	30.00	50.00	35.00	30.00	25.00
Bradford	135.00	75.00	50.00	30.00	35.00	35.00	25.00	25.00
Brevard	160.00	90.00	60.00	55.00	60.00	50.00	60.00	40.00
Broward	225.00	95.00	60.00	45.00	110.00	65.00	50.00	35.00
Calhoun	125.00	100.00	25.00	25.00	40.00	30.00	25.00	25.00
Citrus	175.00	100.00		40.00	100.00	50.00	50.00	20.00
Clay	125.00	95.00	60.00	50.00	45.00	45.00	60.00	30.00
Columbia	200.00	100.00	45.00	65.00	45.00	45.00	30.00	25.00
Dade	388.88	150.00	75.00	50.00	80.00	55.00	75.00	40.10
DeSoto	200.00	125.00	60.00	40.00	55.00	40.00	45.00	30.00
Duval	300.00	177.77	166.66	67.15	75.00	35.00	45.00	30.00
Escambia	200.00	135.00	85.00	63.00	45.00	45.00	40.00	40.00
Flagler	125.00	60.00	30.00		60.00	45.00	30.00	
Franklin		150.00	55.00	35.75		50.00	25.00	25.00
Gadsden	222.22	125.00	75.00	30.00	50.00	40.00	25.00	24.00
Hamilton	200.00	125.00		25.00	40.00	40.00		20.00
Hernando	150.00	90.00	60.00	40.00	75.00	60.00	60.00	17.50
Hillsborough	333.33	175.00	100.00	90.00	75.00	50.00	50.00	40.00
Holmes	125.00	55.00	41.67	45.00	35.00	35.00	41.67	36.83
Jackson	200.00	125.00	72.50	30.00	50.00	35.00	20.00	22.50
Jefferson	142.50	90.00	45.00	25.00	65.40	40.00	20.00	20.00
Lafayette	150.00	110.00	50.00	35.00	40.00	40.00	40.00	35.00
Lake	179.00	94.00	60.00	35.00	47.50	45.00	35.00	30.00
Lee	262.00	105.00	75.00	35.00	80.00	55.00	75.00	30.00
Leon	277.00	85.00	80.00	45.00	40.00	40.00	25.00	25.00
Levy	150.00	115.00	40.00	40.00	40.00	40.00	25.00	25.00
Liberty	90.00	111.07	35.00	30.00	40.00	35.00	30.00	20.00
Madison	150.00	100.00	40.00	40.00	40.00	40.00	22.00	22.00
Manatee	275.00	109.28	83.00	55.00	53.75	40.00	40.00	40.00
Marion	225.00	105.00	100.00	48.00	45.00	45.00	25.00	25.00
Monroe	175.00	91.00	90.00	55.00	125.00	40.00	90.00	35.00
Nassau	155.00	65.00	105.00	45.00	50.00	40.00	105.00	25.00
Okaloosa	150.00	115.00	35.00	35.00	40.00	40.00	30.00	30.00
Okeechobee	175.00	100.00			75.00	25.00		
Orange	200.00	150.00	95.00	50.00	60.00	60.00	45.00	35.00
Osceola	300.00	125.00	60.00	45.00	100.00	55.00	45.00	45.00
Palm Beach	235.00	125.00	85.00	51.25	65.00	50.00	78.13	40.00
Pasco	187.50	100.00	40.00	30.00	60.00	40.00	40.00	30.00
Pinellas	437.50	166.10	90.00	50.00	90.00	55.00	55.00	35.00
Polk	250.00	125.00	80.00	55.00	65.00	50.00	55.00	40.00
Putnam	225.00	125.00	80.00	55.00	65.00	45.00	80.00	30.00
St. Johns	150.00	125.00	75.00	55.00	50.00	45.00	40.00	30.00
St. Lucie	187.50	160.00	65.00	50.00	55.00	55.00	50.00	40.00
Santa Rosa	140.00	100.00		40.00	40.00	40.00		25.00
Seminole	200.00	110.00	100.00	50.00	70.00	60.00	50.00	25.00
Sumter	150.00	75.00	50.00	35.00	60.00	45.00	45.00	25.00
Suwannee	210.00	100.00	55.00	35.00	45.00	45.00	30.00	30.00
Taylor	175.00	125.00	60.00	45.00	45.00	45.00	45.00	45.00
Volusia	225.00	125.00	85.00	45.00	60.00	60.00	50.00	33.33
Wakulla	75.00	65.00	35.00	25.00	60.00	25.00	30.00	22.96
Walton	187.50	80.00	42.50	40.00	40.00	40.00	27.50	25.00
Washington	187.50	78.75	42.50	40.00	37.50	37.50	37.50	25.00

TABLE XVI.—State School Taxation in 1918.
PART I.—One Mill Tax.

1918-1919 Counties.	Property Assessed.	Assessed.	Collected.	Apportioned	Per Cent Returned
In State	$347,331,288.00	$347,330.12	$320,275.62	*$363,331.75	110
Alachua	9,140,646.00	9,140.64	7,767.19	15,854.95	204
Baker	2,117,954.00	2,117.95	1,831.30	2,440.65	133
Bay	2,997,000.00	2,997.00	2,674.23	4,062.45	152
Bradford	3,315,327.00	3,315.32	3,252.12	6,980.10	211
Brevard	4,895,035.00	4,895.03	7,201.26	3,551.00	49
Broward	3,622,790.00	3,622.70	3,012.81	2,204.80	73
Calhoun	2,358,443.00	2,358.44	1,640.40	3,548.35	46
Citrus	2,711,045.00	2,711.04	2,698.37	2,591.70	96
Clay	2,270,275.00	2,270.27	2,230.94	2,366.45	106
Columbia	3,970,168.00	3,970.16	3,615.44	7,708.85	213
Dade	13,052,742.00	13,052.74	11,271.35	11,045.20	98
DeSoto	9,519,064.00	9,519.06	8,394.70	11,241.30	133
Duval	48,721,291.00	48,721.29	47,632.98	28,328.50	59
Escambia	15,018,939.00	15,018.93	12,204.63	14,585.60	119
Flagler	1,916,488.00	1,916.48	1,925.00	739.35	38
Franklin	1,636,321.00	1,636.32	1,424.70	1,521.10	106
Gadsden	3,746,316.00	3,746.31	3,611.19	9,219.35	255
Hamilton	2,765,346.00	2,765.34	2,798.41	5,186.05	185
Hernando	1,702,673.00	1,702.67	1,973.14	1,953.65	99
Hillsborough	33,845,169.00	33,845.16	33,125.49	31,039.45	94
Holmes	2,029,021.00	2,029.02	1,961.83	5,771.70	294
Jackson	4,448,403.00	4,448.40	3,234.19	15,786.05	488
Jefferson	2,594,760.00	2,594.76	2,198.73	5,029.70	228
Lafayette	3,771,099.00	3,771.09	3,632.61	3,036.90	83
Lake	5,938,291.00	5,938.29	5,539.07	4,939.60	89
Lee	7,190,471.00	7,190.47	7,093.14	3,256.85	45
Leon	4,257,288.00	4,257.28	3,955.21	8,445.55	213
Levy	3,754,420.00	3,754.20	3,275.22	4,664.00	142
Liberty	1,307,107.00	1,307.10	1,280.95	2,080.25	162
Madison	3,590,165.00	3,590.16	2,748.12	8,355.45	304
Manatee	7,317,677.00	7,317.67	6,428.92	6,664.75	103
Marion	7,255,210.00	7,255.21	6,600.69	11,503.65	174
Monroe	4,600,000.00	4,600.00	4,554.00	4,759.40	103
Nassau	3,615,463.00	3,615.46	3,556.60	3,664.95	103
Okaloosa	2,516,214.00	2,516.21	2,264.58	4,049.20	178
Okeechobee	2,452,739.00	2,452.00	2,192.59	818.85	37
Orange	7,621,350.00	7,621.35	7,472.55	6,887.35	92
Osceola	5,121,306.00	5,121.30	4,783.13	3,074.00	64
Palm Beach	8,020,980.00	8,020.98	6,911.71	5,965.15	86
Pasco	4,383,143.00	4,383.14	3,897.85	3,792.15	97
Pinellas	10,504,099.00	10,504.09	9,261.09	9,214.05	99
Polk	19,201,655.00	19,201.65	15,405.01	15,256.05	99
Putnam	5,642,000.00	5,642.00	5,106.49	5,498.75	107
St. Johns	5,408,515.00	5,408.51	5,182.87	4,271.80	82
St. Lucie	5,222,661.00	5,222.66	4,735.17	3,368.15	71
Santa Rosa	3,693,151.00	3,693.15	3,572.09	5,549.10	155
Seminole	4,051,772.00	4,051.77	3,901.72	4,112.80	105
Sumter	2,355,032.00	2,355.03	2,194.84	3,672.90	121
Suwannee	4,607,048.00	4,607.04	4,360.32	9,248.50	212
Taylor	6,859,617.00	6,859.61	6,122.62	3,142.90	51
Volusia	12,283,487.00	12,283.48	11,156.38	8,657.55	77
Wakulla	1,000,612.00	1,000.61	816.16	2,114.70	259
Walton	3,420,417.00	3,420.41	2,820.44	5,588.85	198
Washington	1,973,083.00	1,973.08	1,773.08	5,411.30	305

*Excess over "Amount Collected" due to back taxes paid.

TABLE XVI.—County Taxation for Schools in 1918.
PART II.—Assessment and Collection of 1918; Delinquent Taxes Paid.

1918-1919. Counties.	No. Mills Levied.	Assessed.	Collected.	Per Cent. Collected	Delinquent Taxes Paid	Total Collected.
In State		$2,446,000.20	$2,269,135.81		$288,626.08	$2,557,761.89
Alachua	7	63,984.52	49,549.85	77	4,799.53	54,349.38
Baker	7	14,825.68	12,901.90	87	296.64	13,198.54
Bay	7	20,979.00	18,522.81	88	3,005.16	21,527.97
Bradford	7	23,207.28	21,858.00	94	1,203.86	23,061.86
Brevard	7	34,265.23	50,408.83	147		50,408.83
Broward	7	25,359.53	20,890.95	82	3,571.89	24,462.84
Calhoun	7	16,509.10	11,482.80	69	2,201.97	13,684.77
Citrus	7	18,977.32	17,815.79	94	2,863.89	20,679.68
Clay	7	15,895.44	15,182.91	95	859.65	16,042.56
Columbia	7	27,791.17	25,308.09	91	545.88	25,853.97
Dade	7	101,369.19	78,669.72	77	1,141.19	79,810.91
DeSoto	7	65,495.92	58,760.13	89	14,105.06	72,865.19
Duval	7	341,049.03	333,430.89		96,139.87	429,570.76
Escambia	7	105,132.57	85,432.46	81	26,227.64	111,660.10
Flagler	7	13,415.31	13,475.00	104		13,475.00
Franklin	7	11,454.24	9,971.54	87	4,442.76	14,414.30
Gadsden	7	26,224.21	25,498.85	97	105.85	25,604.70
Hamilton	7	19,357.42	16,486.80	85	3,886.47	20,373.27
Hernando	7	11,918.71	13,812.03	116	2,565.90	16,377.93
Hillsborough	7	236,916.18	231,878.45	97	8,532.85	240,411.30
Holmes	7	14,203.15	15,075.70	106	311.06	15,386.76
Jackson	7	31,138.80	27,738.49	88	2,519.58	30,258.07
Jefferson	7	18,163.20	15,391.14	84	108.11	15,499.25
Lafayette	7	26,397.69	26,601.33	101	787.76	27,389.09
Lake	7	41,581.70	40,377.25	97	2,028.93	42,406.18
Lee	7	50,333.29	49,737.17	98	2,641.80	52,378.97
Leon	7	35,491.94	27,687.50	78	7,804.44	35,491.94
Levy	7	26,280.94	22,926.55	87	1,806.27	24,732.82
Liberty	7	9,149.74	8,999.64	98	1,647.43	10,647.07
Madison	7	25,131.15	19,236.87	76	4,850.95	24,087.82
Manatee	7	51,223.73	54,720.51	106	871.89	55,592.40
Marion	7	50,786.47	46,204.83	91	4,856.19	51,061.02
Monroe	7	32,200.00	29,541.32	96	1,374.48	30,915.80
Nassau	7	25,308.24	25,005.22	98	2,652.09	27,657.31
Okaloosa	7	17,612.49	15,988.82	91	1,117.31	17,106.13
Okeechobee	7	18,169.17	15,349.14	84	6,921.15	22,270.29
Orange	7	53,349.47	52,240.40	97	2,693.18	54,933.58
Osceola	7	35,855.10	34,274.30	95	815.35	35,089.65
Palm Beach	7	56,140.69	57,736.67	101	3,779.18	61,515.85
Pasco	7	30,402.00	27,284.96	89	4,517.02	31,801.98
Pinellas	7	73,528.69	64,827.65	88	9,794.11	74,621.76
Polk	7	134,411.58	118,788.08	88	11,681.75	130,469.83
Putnam	7	39,494.00	36,179.22	92	1,362.35	37,541.57
St. Johns	7	37,859.61	37,268.34	98	471.65	37,739.99
St. Lucie	7	36,558.62	33,832.28	92	6,708.31	40,540.59
Santa Rosa	7	25,852.06	25,004.63	96	3,456.58	28,461.21
Seminole	7	28,362.41	28,917.06	102	2,612.27	31,529.33
Sumter	7	16,485.17	15,363.91	93	868.81	16,232.72
Suwannee	7	32,249.33	30,045.60	93	2,515.03	32,560.63
Taylor	7	48,017.32	36,832.37	78	11,172.24	48,004.61
Volusia	7	87,988.41	80,675.21	95	3,089.02	83,764.23
Wakulla	7	7,004.28	5,713.14	81	1,202.86	6,916.00
Walton	7	21,300.42	19,743.14	92	1,388.14	21,131.28
Washington	7	13,812.29	12,489.57	94	1,702.73	14,192.30

TABLE XVI.—PART III.—Poll Taxes of 1918 and Delinquent Polls Paid.

1918-1919. Counties.	Assessed.	Collected.	Delinquent Polls Paid.	Total.
In State	$74,156.00	$53,389.41	$7,701.84	$61,091.25
Alachua	2,807.00	2,128.00	307.00	2,435.00
Baker	622.00	542.00	40.00	582.00
Bay	900.00	699.00	91.00	790.00
Bradford	1,223.00	1,153.00	22.00	1,175.00
Brevard	1,478.00	811.00		811.00
Broward	276.00	224.00	52.00	276.00
Calhoun	1,115.00	661.00	33.00	694.00
Citrus	403.00	440.00	29.00	469.00
Clay	695.00	622.00	16.00	638.00
Columbia	1,436.00	1,183.00	138.00	1,321.00
Dade	2,681.00	2,310.00	320.00	2,630.00
DeSoto	1,055.00	1,639.73	1,252.19	2,891.92
Duval	1,200.00	881.00	237.00	1,118.00
Escambia	5,881.00	2,609.00	394.00	3,003.00
Flagler	186.00	186.00		186.00
Franklin	639.00	325.00	70.00	395.00
Gadsden	1,616.00	1,979.05	12.00	1,991.05
Hamilton	949.00	538.00	74.00	612.00
Hernando	907.00	329.00	69.00	398.00
Hillsborough	5,223.00	2,531.00	330.00	2,861.00
Holmes	1,774.00	1,151.70		1,151.70
Jackson	4,904.00	2,826.00	576.00	3,402.00
Jefferson	1,087.00	373.00	33.00	406.00
Lafayette	944.00	685.09	14.00	699.09
Lake	1,233.00	1,110.00	12.00	1,122.00
Lee	571.00	615.00	45.00	660.00
Leon	1,239.00	1,109.00	223.00	1,332.00
Levy	797.00	790.00	25.00	815.00
Liberty	567.00	326.00	33.20	359.20
Madison	1,894.00	1,124.00	181.00	1,305.00
Manatee	1,272.00	1,047.00	57.00	1,104.00
Marion	2,969.00	2,007.78	254.00	2,261.78
Monroe	840.00	874.00		874.00
Nassau	599.00	481.00	145.00	626.00
Okaloosa	984.00	629.00	7.00	636.00
Okeechobee	123.00	123.00		123.00
Orange	522.00	834.00	129.00	963.00
Osceola	333.00	554.00	85.00	639.00
Palm Beach	688.00	853.00	213.00	1,066.00
Pasco	862.00	495.00	73.00	568.00
Pinellas	969.00	840.00	186.00	1,026.00
Polk	4,500.00	2,244.00	503.00	2,747.00
Putnam	896.00	1,103.00	11.00	1,114.00
St. Johns	670.00	720.06	40.00	760.06
St. Lucie	510.00	590.00	39.00	629.00
Santa Rosa	1,200.00	958.00	152.00	1,110.00
Seminole	997.00	434.00	283.00	717.00
Sumter	523.00	860.00		860.00
Suwannee	1,985.00	1,412.00	173.00	1,585.00
Taylor	1,135.00	610.00	75.45	685.45
Volusia	2,004.00	1,635.00	309.00	1,944.00
Wakulla	665.00	460.00	57.00	517.00
Walton	1,535.00	815.00	107.00	922.00
Washington	1,073.00	910.00	175.00	1,085.00

TABLE XVI.—PART IV.—District Taxes of 1918.

1918-1919. Counties.	Number of Districts.	Assessed.	Collected.	Delinquent Taxes Paid	Total Collected.
In State	924	$1,275,807.78	$1,184,020.36	$104,723.73	$1,288,744.09
Alachua	40	37,825.74	28,719.42	2,279.96	30,999.38
Baker	14	5,686.47	4,991.87	111.10	5,102.97
Bay	13	10,953.29	9,982.36	1,513.09	11,495.45
Bradford	31	16,865.31	15,429.14	446.55	15,875.69
Brevard	5	42,343.03	22,443.68	----------	22,443.68
Broward	5	23,551.42	19,822.04	2,855.22	22,677.26
Calhoun	21	9,595.70	5,704.38	924.80	6,629.18
Citrus	16	7,583.11	7,097.60	1,184.81	8,282.41
Clay	6	6,637.76	6,320.30	360.37	6,680.67
Columbia	10	6,932.27	6,314.20	136.81	6,451.01
Dade	13	81,903.89	71,964.15	982.40	72,946.55
DeSoto	41	53,359.89	47,526.78	12,330.39	59,857.17
Duval	2	43,862.01	76,937.37	15,310.85	92,248.22
Escambia	15	8,964.23	7,262.31	897.98	8,160.29
Flagler	2	4,292.99	3,950.42	----------	3,950.42
Franklin	3	4,911.81	3,871.06	2,018.67	5,889.73
Gadsden	13	9,565.52	9,460.96	20.33	9,481.29
Hamilton	4	3,497.23	2,815.89	870.96	3,686.85
Hernando	11	8,815.34	6,052.41	1,048.35	7,100.76
Hillsborough	58	200,365.09	195,776.82	6,581.07	202,357.89
Holmes	37	8,237.52	8,088.53	129.04	8,217.57
Jackson	41	9,769.69	8,613.28	611.94	9,225.22
Jefferson	9	6,519.82	5,108.11	.91	5,109.02
Lafayette	16	10,790.18	10,245.68	410.66	10,656.34
Lake	36	41,575.07	26,294.34	1,135.66	27,430.00
Lee	14	31,324.68	30,353.31	3,057.41	33,410.72
Leon	1	6,170.77	5,597.15	2,466.67	8,063.82
Levy	25	14,247.65	13,961.23	798.30	14,759.53
Liberty	3	671.04	591.39	3.20	594.59
Madison	12	5,095.85	3,454.39	1,221.78	4,676.17
Manatee	39	21,995.74	25,377.16	51.35	25,428.51
Marion	41	30,713.32	28,227.50	2,752.68	30,980.18
Monroe	----------	----------	----------	----------	----------
Nassau	4	5,011.63	5,208.85	2,673.21	7,882.06
Okaloosa	8	5,518.48	5,112.69	162.62	5,275.31
Okeechobee	4	10,384.67	9,294.44	219.00	9,513.44
Orange	19	41,751.98	40,817.43	2,007.26	42,824.69
Osceola	5	6,186.98	5,545.55	308.88	5,854.43
Palm Beach	8	50,458.64	50,475.21	6,042.36	56,517.57
Pasco	30	16,336.86	15,556.63	1,775.58	17,332.21
Pinellas	14	75,232.19	66,180.61	9,003.89	75,184.50
Polk	55	92,473.49	83,577.44	6,162.05	89,739.49
Putnam	18	13,625.00	11,360.83	1,842.84	13,203.67
St. Johns	1	1,609.53	1,456.89	----------	1,456.89
St. Lucie	15	25,667.98	23,564.55	2,903.75	26,468.30
Santa Rosa	11	5,957.20	6,168.44	581.58	6,750.02
Seminole	6	19,549.95	19,231.53	1,891.61	21,123.14
Sumter	15	12,662.29	11,941.25	430.93	12,372.18
Suwannee	24	15,603.20	11,772.94	2,636.01	14,408.95
Taylor	24	20,034.80	17,857.51	28.09	17,885.60
Volusia	23	71,329.69	66,687.70	2,699.48	69,387.18
Wakulla	7	2,318.96	1,905.87	368.67	2,274.54
Walton	19	6,005.30	5,513.06	413.26	5,926.32
Washington	17	3,455.54	6,435.71	59.35	6,495.06

TABLE XVII.—School Fund Receipts of 1918.
PART I.—Their Sources.

1918-1919. Counties.	Total Receipts.	Cash From Last Year.	County Taxes.	Poll Taxes.	District Taxes.
In State	$7,943,370.91	$1,513,661.26	$2,557,761.89	$ 61,091.25	$1,288,744.09
Alachua	176,893.94	23,577.83	54,349.38	2,435.00	30,999.38
Baker	32,303.79	4,737.45	13,198.54	582.00	5,102.97
Bay	70,742.81	19,201.00	21,527.97	790.00	11,495.45
Bradford	87,685.46	15,037.11	23,061.86	1,175.00	15,875.69
Brevard	230,741.00	14,474.54	50,408.83	811.00	22,443.68
Broward	89,249.78	25,596.19	24,462.84	276.00	22,677.26
Calhoun	43,989.87	9,703.88	13,684.77	694.00	6,629.18
Citrus	58,173.66	767.03	20,679.68	469.00	8,282.41
Clay	40,592.73	5,090.30	16,042.56	638.00	6,680.67
Columbia	65,327.35	9,588.31	25,853.97	1,321.00	6,451.01
Dade	520,220.18	117,719.94	79,810.91	2,630.00	72,946.55
DeSoto	267,631.04	67,768.03	72,865.19	2,891.92	59,857.17
Duval	848,528.07	84,839.88	429,570.76	1,118.00	92,248.22
Escambia	193,626.73	15,537.18	111,660.10	3,003.00	8,160.29
Flagler	26,500.64	7,575.35	13,475.00	186.00	3,950.42
Franklin	47,461.68	5,955.55	14,414.30	395.00	5,889.73
Gadsden	78,733.47	9,472.54	25,604.70	1,991.05	9,481.29
Hamilton	37,697.31	5,902.02	20,373.27	612.00	3,686.85
Hernando	52,565.38	6,726.25	16,377.93	398.00	7,100.76
Hillsborough	747,856.83	159,086.36	240,411.30	2,861.00	202,357.89
Holmes	75,743.79	5,327.66	15,386.76	1,151.70	8,217.57
Jackson	104,405.03	7,753.49	30,258.07	3,402.00	9,225.22
Jefferson	41,009.96	12,733.26	15,499.25	406.00	5,109.02
Lafayette	71,966.96	13,918.54	27,389.09	699.09	10,656.34
Lake	105,274.99	26,061.96	42,406.18	1,122.00	27,430.00
Lee	152,680.25	15,861.71	52,378.97	660.00	33,410.72
Leon	80,008.59	4,634.56	35,491.94	1,332.00	8,063.82
Levy	83,568,91	23,429.31	24,732.82	815.00	14,759.53
Liberty	30,365.33	7,953.57	10,647.07	359.20	594.59
Madison	52,347.94	5,762.50	24,087.82	1,305.00	4,676.17
Manatee	410,174.10	75,738.71	55,592.40	1,104.00	25,428.51
Marion	185,813.16	38,586.48	51,061.02	2,261.78	30,980.18
Monroe	48,813.19	9,266.08	30,915.80	874.00	
Nassau	56,970.71	16,072.79	27,657.31	626.00	7,882.06
Okaloosa	32,009.86	3,904.22	17,106.13	636.00	5,275.31
Okeechobee	55,069.21	11,281.89	22,270.29	123.00	9,513.44
Orange	230,711.54	83,960.26	54,933.58	963.00	42,824.69
Osceola	70,503.42	5,839.72	35,089.65	639.00	5,854.43
Palm Beach	208,893.76	43,920.57	61,515.85	1,066.00	56,517.57
Pasco	96,421.18	12,682.61	31,801.98	568.00	17,332.21
Pinellas	452,340.98	173,422.07	74,621.76	1,026.00	75,184.50
Polk	393,385.67	117,376.78	130,469.83	2,747.00	89,739.49
Putnam	79,664.32	14,717.69	37,541.57	1,114.00	13,203.67
St. Johns	61,472.31	4,361.01	37,739.99	760.06	1,456.89
St. Lucie	154,764.87	15,606.16	40,540.59	629.00	26,468.30
Santa Rosa	68,267.24	6,090.47	28,461.21	1,110.00	6,750.02
Seminole	98,322.06	24,079.82	31,529.33	717.00	21,123.14
Sumter	60,690.76	17,142.75	16,232.72	860.00	12,372.18
Suwannee	123,996.44	34,596.04	32,560.63	1,585.00	14,408.95
Taylor	96,488.61	9,790.70	48,004.61	685.45	17,885.60
Volusia	308,740.59	41,516.20	83,764.23	1,944.00	69,387.18
Wakulla	21,195.31	7,174.11	6,916.00	517.00	2,274.54
Walton	48,081.22	10,388.52	21,131.28	922.00	5,926.32
Washington	66,686.93	4,352.31	14,192.30	1,085.00	6,495.06

TABLE XVII.—School Fund Receipts of 1918.
PART II.—Their Sources (Continued).

1918-1919. Counties.	State Apportionment.		Tuition Non-Resident Pupils.	Loans.	Sale of Bonds.	All Other Sources.
	Interest Fund.	One Mill Tax.				
In State	$68,647.50	$363,831.75	$1,923.79	$1,299,065.82	$226,467.54	$562,176.02
Alachua	2,991.50	15,854.95	558.28	39,815.18		6,312.44
Baker	460.50	2,440.65	5.36	5,634.10		142.22
Bay	766.50	4,062.45				12,899.44
Bradford	1,317.00	6,980.10	14.00	23,444.45		780.25
Brevard	670.00	3,551.00	38.00	45,500.00	78,799.97	14,043.98
Broward	416.00	2,204.80		9,790.00		3,826.69
Calhoun	669.50	3,548.35		8,000.00		1,060.19
Citrus	489.00	2,591.70		21,900.00		2,994.84
Clay	446.50	2,366.45		8,979.90		348.35
Columbia	1,454.50	7,708.85		12,727.51		222.20
Dade	2,084.00	11,045.20		119,405.06	10,186.33	104,392.19
DeSoto	2,121.00	11,241.30		44,551.00		6,335.43
Duval	5,345.00	28,328.50		175,000.00		32,077.71
Escambia	2,752.00	14,585.60		33,637.05		4,291.51
Flagler	139.50	739.35				435.02
Franklin	287.00	1,521.10		18,866.00		133.00
Gadsden	1,739.50	9,219.35		19,700.00		1,525.04
Hamilton	978.50	5,186.05		800.00		158.62
Hernando	370.50	1,963.65		17,850.00		1,778.29
Hillsborough	5,856.50	31,039.45		65,665.54	2,800.00	37,778.79
Holmes	1,089.00	5,771.70		22,426.79		16,372.61
Jackson	2,978.50	15,786.05		14,654.60		20,347.10
Jefferson	949.00	5,029.70				1,283.73
Lafayette	573.00	3,036.90		14,755.00		939.00
Lake	932.00	4,939.60	416.00			1,967.25
Lee	614.50	3,256.85		43,300.00		3,197.50
Leon	1,593.50	8,445.55	200.00	18,800.00		1,447.22
Levy	880.00	4,664.00		9,500.00	3,520.00	1,268.25
Liberty	392.50	2,080.25		8,000.00		338.15
Madison	1,576.50	8,355.45		5,800.00		784.50
Manatee	1,257.50	6,664.75		115,000.00		129,388.23
Marion	2,170.50	11,503.65		26,473.45	9,015.16	13,760.94
Monroe	898.00	4,759.40		2,000.00		99.91
Nassau	691.50	3,664.95				376.10
Okaloosa	764.00	4,049.20		25.00		250.00
Okeechobee	154.50	818.85		10,800.00		107.24
Orange	1,299.50	6,887.35	17.50	35,440.66		4,385.00
Osceola	580.00	3,074.00		15,250.00		4,176.62
Palm Beach	1,125.50	5,965.15		8,538.80		30,244.32
Pasco	715.50	3,792.15		28,775.00		753.73
Pinellas	1,738.50	9,214.05		52,000.00	29,124.96	36,009.14
Polk	2,878.50	15,256.05		32,541.20		2,376.82
Putnam	1,037.50	5,498.75				6,551.14
St. Johns	806.00	4,271.80		11,000.00		1,076.56
St. Lucie	635.50	3,368.15		11,100.00	37,583.90	18,833.27
Santa Rosa	1,047.00	5,549.10	13.00	18,750.00		496.44
Seminole	776.00	4,112.80		12,000.00		3,983.97
Sumter	693.00	3,672.90		5,169.53	4,547.68	
Suwannee	1,745.00	9,248.50		15,000.00		14,852.32
Taylor	593.00	3,142.90		16,000.00		386.35
Volusia	1,633.50	8,657.55	661.65	54,100.00	38,549.60	8,526.68
Wakulla	399.00	2,114.70		1,000.00		799.96
Walton	1,054.50	5,588.85				3,069.75
Washington	1,021.00	5,411.30		19,600.00	12,339.94	2,190.02

TABLE XVIII.—Total Expenditures of Public School Fund.

1918-1919. Counties.	Total Warrants Drawn.	Warrants For Borrowed Money.	For Buildings. and Equipment.	For Schools Proper.	For Administration.
In State	$6,114,828.38	$1,350,752.07	$590,154.06	$3,098,522.91	$1,075,399.34
Alachua	146,003.80	24,115.49	1,276.13	90,109.91	30,502.27
Baker	28,292.23	8,266.50	739.20	16,027.51	3,259.02
Bay	62,474.82	14,598.00	1,319.06	36,296.11	10,261.65
Bradford	70,090.48	23,444.45	1,027.50	35,190.35	10,428.18
Brevard	128,061.80	45,500.00	13,048.05	46,106.74	23,407.01
Broward	66,080.79		1,102.88	36,028.49	28,949.42
Calhoun	32,944.67	8,000.00	3,727.56	16,065.85	5,151.26
Citrus	49,783.59	17,100.00	553.69	28,287.33	3,842.57
Clay	31,252.25	8,500.00	806.04	16,301.22	5,644.99
Columbia	51,914.65	9,015.09	110.91	34,897.50	7,891.15
Dade	456,138.88	225,436.93	54,088.61	154,995.12	21,618.22
DeSoto	173,914.67	34,551.00	9,856.56	96,836.26	32,670.85
Duval	706,143.26		108,979.52	359,467.05	237,696.69
Escambia	182,606.61	42,000.00	2,318.11	119,667.26	18,621.24
Flagler	19,391.09	6,000.00	1,015.16	9,087.34	3,288.59
Franklin	34,561.74	18,741.00	116.26	11,935.87	3,768.61
Gadsden	70,798.53	19,700.00	6,205.98	40,598.43	4,294.12
Hamilton	24,998.98		812.84	21,922.12	2,264.02
Hernando	41,953.12	16,850.00	897.68	16,473.49	7,731.95
Hillsborough	471,342.03	44,800.00	15,015.51	318,402.38	93,124.14
Holmes	70,607.60	38,677.87	1,321.10	21,803.32	8,805.31
Jackson	81,352.90	17,585.96	3,586.48	55,115.32	5,065.14
Jefferson	30,053.45		835.55	21,463.71	7,754.19
Lafayette	55,153.89	16,109.48	3,177.30	30,019.96	5,847.15
Lake	78,691.19		982.19	57,692.23	20,016.77
Lee	143,880.49	58,300.00	13,073.41	63,475.54	9,031.54
Leon	77,750.92	20,840.00	5,734.24	43,586.36	7,590.32
Levy	58,385.77	13,985.00	9,458.54	28,243.11	6,699.12
Liberty	24,402.92	8,000.00	552.56	9,937.07	5,913.29
Madison	44,366.41		3,352.37	30,927.95	10,086.09
Manatee	366,010.83	262,260.44	2,610.40	73,402.93	27,737.06
Marion	118,202.09	26,600.00	707.90	74,557.28	16,336.91
Monroe	42,043.44	2,000.00	1,155.95	32,712.52	6,174.97
Nassau	21,193.21		93.45	16,824.37	4,275.39
Okaloosa	22,898.37		1,802.42	13,536.04	7,559.91
Okeechobee	37,341.81	12,506.77	1,898.16	16,623.43	6,313.45
Orange	180,240.62	34,116.34	43,877.27	86,326.47	15,920.54
Osceola	68,558.21	15,250.00	2,837.45	45,038.46	5,432.30
Palm Beach	126,182.08	32,916.75	13,329.47	60,249.65	19,686.21
Pasco	80,523.15	25,585.00	1,453.21	39,660.59	13,824.35
Pinellas	378,740.34	39,000.00	166,084.74	125,750.72	47,904.88
Polk	260,662.26	32,600.00	3,434.10	164,191.74	60,436.42
Putnam	65,905.76		6,516.19	52,802.67	6,586.90
St. Johns	59,481.66	11,000.00	93.15	37,440.54	10,947.97
St. Lucie	122,402.43	11,100.00	34,176.13	42,020.46	35,105.84
Santa Rosa	58,672.11	11,500.00	5,112.86	33,754.97	8,304.28
Seminole	83,028.00	13,000.00	12,828.00	47,200.17	9,999.83
Sumter	42,674.95		1,960.55	26,581.90	14,132.50
Suwannee	81,108.44		864.99	35,963.88	44,279.57
Taylor	65,577.94	16,000.00	4,285.50	33,319.54	11,972.90
Volusia	210,116.37	44,600.00	14,202.23	113,454.01	37,860.13
Wakulla	12,518.91	1,000.00	224.36	9,263.84	2,030.71
Walton	35,161.29		274.00	27,127.54	7,759.75
Washington	62,190.58	19,600.00	5,240.59	23,758.29	13,591.70

TABLE XIX.—Expenditures For Buildings and Equipment by District and County Funds. Itemized.
PART I.—Total, District Funds, County Funds, and for Lots.

1918-1919. Counties.	Total.	District Funds.	County Funds.	Lots	
				District Funds.	County Funds.
In State	$590,154.06	$402,359.62	$187,794.44	$19,743.88	$3,795.00
Alachua	1,276.13	1,032.52	243.61		
Baker	739.20	305.20	434.00		
Bay	1,319.06	629.93	689.13		
Bradford	1,027.50	1,027.50			
Brevard	13,048.05	12,509.12	538.93	6,375.00	200.00
Broward	1,102.88	972.88	130.00		
Calhoun	3,727.56	1,551.14	2,176.42		20.00
Citrus	553.69	251.68	302.01		
Clay	806.04		806.04		
Columbia	110.91	22.61	88.30		
Dade	54,088.61	41,643.06	12,445.55	4,038.24	824.05
DeSoto	9,856.56	9,856.56		88.72	
Duval	108,979.52	8,965.98	100,013.54		450.00
Escambia	2,318.11		2,318.11		26.25
Flagler	1,015.16	19.50	995.66		
Franklin	116.26	91.86	24.40		
Gadsden	6,205.98	2,919.81	3,286.17		
Hamilton	812.84		812.84		
Hernando	897.68	897.68		521.70	
Hillsborough	15,015.51	15,015.51		324.50	
Holmes	1,321.10	491.06	830.04	20.00	
Jackson	3,586.48	623.63	2,962.85		1,050.00
Jefferson	835.55	24.48	811.07		125.00
Lafayette	3,177.30	505.47	2,671.83	75.00	110.00
Lake	982.19	476.21	505.98		
Lee	13,073.41	5,350.14	7,723.27	200.00	
Leon	5,734.24		5,734.24		
Levy	9,458.54	5,684.12	3,774.42		
Liberty	552.56		552.56		
Madison	3,352.37	1,284.27	2,068.10	75.00	
Manatee	2,610.40	1,491.21	1,119.19	225.00	
Marion	707.90	451.05	256.85	100.00	
Monroe	1,155.95		1,155.95		136.80
Nassau	93.45		93.45		
Okaloosa	1,802.42	673.53	1,128.89		
Okeechobee	1,898.16		1,898.16		
Orange	43,877.27	43,872.97	4.30	809.66	
Osceola	2,837.45	1,326.95	1,510.50		
Palm Beach	13,329.47	8,452.78	4,876.69	3,849.43	36.90
Pasco	1,453.21	556.77	896.44		417.50
Pinellas	166,084.74	166,084.74		1,875.00	
Polk	3,434.10	3,434.10			
Putnam	6,516.19	1,620.65	4,895.54	106.00	
St. Johns	93.15		93.15		
St. Lucie	34,176.13	31,726.72	2,449.41	345.00	200.00
Santa Rosa	5,112.86	546.98	4,565.88		1.00
Seminole	12,828.00	12,806.50	21.50	146.68	
Sumter	1,960.55	1,625.26	335.29	295.95	
Suwannee	864.99	552.52	312.47		
Taylor	4,285.50	864.14	3,421.36		
Volusia	14,202.23	11,866.00	2,336.23	273.00	50.00
Wakulla	224.36	10.00	214.36		
Walton	274.00	87.00	187.00		
Washington	5,240.59	2,157.83	3,082.76		147.50

TABLE XIX.—Expenditures for Buildings and Equipment by District and County Funds. Itemized.

PART II.—New Buildings, Furniture, Apparatus and Libraries.

1918-1919. Counties.	For New Buildings		For Furniture.		For Apparatus		For Libraries	
	District Funds.	County Funds.	District Funds.	County Funds.	District Funds.	County Funds.	District Funds.	County Funds.
*In State	$337,898	$154,363	$23,584	$15,802	$17,295	$11,823	$3,836	$2,009
Alachua	630		283	243			118	
Baker		434					305	
Bay	317	150	312			538		
Bradford					1,027			
Brevard	6,060	299	29	5	36		7	34
Broward	570		402	130				
Calhoun	444	2,156	134		972			
Citrus				158	251	143		
Clay		567				238		
Columbia				34	22	54		
Dade	31,763	7,146	5,840	3,126		1,348		
DeSoto	7,361		1,840		169		396	
Duval	8,965	96,390		524		2,648		
Escambia		2,242		48				
Flagler		750		170	19	74		
Franklin			91	24				
Gadsden	2,614	3,035	305	213				36
Hamilton		531		281				
Hernando	370		5					
Hillsborough	9,388		4,417		885			
Holmes		711			471	118		
Jackson	431	1,281	31	275	161	355		
Jefferson		666	24	19				
Lafayette	91	593	38	1,686	211	236	89	46
Lake	25	56	109	17	342	365		66
Lee		4,050	120	2,876	5,029	645		150
Leon		5,418		116				200
Levy	3,593	1,698	349	769	1,741	1,306		
Liberty		548		4				
Madison	1,062	2,036	146	31				
Manatee	529		657	263	37	543	42	312
Marion	60	51	124	205	109		57	
Monroe				10		135		874
Nassau				22		70		
Okaloosa	298	518		297	374	313		
Okeechobee		992		236		669		
Orange	40,227		2,644	4	80		111	
Osceola	587	1,260	415		309	175	15	74
Palm Beach	3,876	4,530	546	133	108	44	71	131
Pasco			124	54	432	424		
Pinellas	164,154		55					
Polk			1,392		2,042			
Putnam	1,055	4,258	220	590	173	33	65	12
St. Johns				28		50		14
St. Lucie	30,946	1,400		275	230	574	204	
Santa Rosa		2,416		2,139		8	546	
Seminole	10,812		1,747	21	100			
Sumter	1,281	293	47	41				
Suwannee		184	209	127	343			
Taylor	33	3,060	172	294	657	65		
Volusia	10,342	1,823	656	16	524	424	69	21
Wakulla						214	10	
Walton			87	187				
Washington		2,807		93	430		1,726	33

*Cents omitted in this table.

TABLE XX.—Expenditures for "Schools Proper." Itemized by District and County Funds.
PART I.—Total. District Funds, County Funds, and Salaries of Teachers.

1918-1919. Counties.	Total.	District Funds.	County Funds.	Salaries of Teachers.	
				District Funds.	County Funds.
In State	$3,098,522.91	$644,285.81	$2,454,237.10	$387,744.90	$2,203,301.93
Alachua	90,109.91	19,256.71	70,853.20	10,371.00	68,634.50
Baker	16,027.51	4,743.66	11,283.85	3,514.25	10,928.00
Bay	36,296.11	10,534.41	25,761.70	5,414.25	25,617.65
Bradford	35,190.35	8,191.79	26,998.56	5,392.00	22,831.75
Brevard	46,106.74	6,672.30	39,434.44	2,643.75	30,311.50
Broward	36,028.49	16,448.56	19,579.93	8,537.50	16,902.75
Calhoun	16,065.85	3,206.35	12,859.50	1,969.00	12,801.00
Citrus	28,287.33	6,110.48	22,176.85	4,094.50	18,370.25
Clay	16,301.22	4,157.20	12,144.02	4,154.50	10,872.75
Columbia	34,897.50	5,983.80	28,913.70	4,975.25	27,607.71
Dade	154,995.12	30,968.67	124,026.45	24,278.17	97,505.08
DeSoto	96,836.26	25,467.30	71,368.96	11,854.62	70,626.88
Duval	359,467.05		359,467.05		289,310.91
Escambia	119,667.26	7,095.89	112,571.37	5,080.89	98,436.51
Flagler	9,087.34	1,855.42	7,231.92	1,367.00	6,132.71
Franklin	11,935.87	894.75	11,041.12	894.75	9,186.25
Gadsden	40,598.43	9,462.51	31,135.92	8,515.00	30,426.37
Hamilton	21,922.12	2,792.31	19,129.81	2,219.00	18,582.25
Hernando	16,473.49	7,267.80	9,205.69	6,263.75	9,160.00
Hillsborough	318,402.38	103,902.75	214,499.63	61,347.00	208,608.50
Holmes	21,803.32	3,715.89	18,087.43	2,573.58	17,014.70
Jackson	55,115.32	9,342.56	45,772.76	7,955.75	45,158.35
Jefferson	21,463.71	4,611.21	16,852.50	3,198.75	14,646.25
Lafayette	30,019.96	7,096.54	22,923.42	4,326.58	22,024.75
Lake	57,692.23	13,786.33	43,905.90	8,545.50	41,530.50
Lee	63,475.54	13,548.21	49,927.33	1,910.00	44,053.25
Leon	43,586.36	4,555.85	39,030.51	3,720.00	33,031.00
Levy	28,243.11	6,106.02	22,137.09	4,783.00	21,055.50
Liberty	9,937.07	692.00	9,245.07	692.00	8,681.75
Madison	30,927.95	4,628.27	26,299.68	3,861.15	24,342.75
Manatee	73,402.93	18,736.73	54,666.20	14,252.83	47,158.67
Marion	74,557.28	18,226.71	56,330.57	11,044.25	53,894.68
Monroe	32,712.52		32,712.52		30,115.72
Nassau	16,824.37	3,729.00	13,095.37	3,669.00	11,634.50
Okaloosa	13,536.04	1,391.45	12,144.59	875.00	11,710.25
Okeechobee	16,623.43	2,481.92	14,141.51	875.00	10,201.50
Orange	86,326.47	19,899.92	66,426.55	10,470.00	60,036.25
Osceola	45,038.46	4,389.84	40,648.62	2,951.75	37,007.50
Palm Beach	60,249.65	17,216.77	43,032.88	8,237.00	39,033.27
Pasco	39,660.59	10,272.76	29,387.83	5,409.75	23,558.75
Pinellas	125,750.72	42,936.02	82,814.70	18,496.27	79,032.05
Polk	164,191.74	48,276.49	115,915.25	27,725.00	115,915.25
Putnam	52,802.67	16,461.44	36,341.23	12,465.00	33,637.50
St. Johns	37,440.54	1,244.70	36,195.84	951.75	31,098.75
St. Lucie	42,020.46	15,739.44	26,281.02	8,570.00	22,395.00
Santa Rosa	33,754.97	3,404.75	30,350.22	3,201.00	26,387.75
Seminole	47,200.17	14,633.17	32,567.00	3,552.75	27,063.00
Sumter	26,581.90	8,027.21	18,554.69	7,235.71	17,669.37
Suwannee	35,963.88	7,316.30	28,647.58	5,226.25	27,419.25
Taylor	33,319.54	11,112.15	22,207.39	8,658.50	19,874.62
Volusia	113,454.01	23,678.47	89,775.54	11,460.25	79,160.55
Wakulla	9,263.84	1,771.00	7,492.84	1,721.25	6,788.62
Walton	27,127.54	4,909.36	22,218.18	3,748.75	20,010.10
Washington	23,758.29	5,334.67	18,423.62	2,495.35	18,106.91

TABLE XX.—Expenditures for "Schools Proper," Itemized by District and County Funds.
PART II.—Repairs of Buildings, Insurance, Rent, and Free Books.

1918-1919. Counties.	Repairs of Buildings.		Insurance.		Rent.		Free Books.	
	District Funds.	County Funds.	District Funds.	County Funds.	District Funds.	County Funds.	District Funds.	County Funds.
•In State	$59,446	$48,757	$14,984	$18.139	$ 958	$ 2,191	$ 4,599	$ 968
Alachua	2,475	346	1,192	836				
Baker	37	102					289	
Bay	205	38	189	5			56	
Bradford	42	139		978			132	
Brevard	749	384	14			90	6	
Broward	831	204		517	75	24		26
Calhoun	194	58					63	
Citrus	133	491		122				786
Clay		244		57		12		6
Columbia	30	954		278			12	
Dade	2,377	4,558		1,005	75	115		
DeSoto	1,679		798		128			
Duval		18,417		3,347		335		
Escambia	1	2,876		1,432		541		2
Flagler	69	111			8	145		2
Franklin		462		532				2
Gadsden	64	5	176	454		10		
Hamilton		176					19	
Hernando	506	3			16			
Hillsborough	11,510	77	3,510	64			830	59
Holmes	415	49		188			126	
Jackson	682	237	90					
Jefferson	129	195		52				
Lafayette	200	12		105			805	6
Lake	1,204	97	209	543	32		13	
Lee	1,157	265	2,384	246			138	
Leon	53	1,269		419	187	460	40	
Levy	257	434	55	195			96	
Liberty		351						
Madison	14	551		345			133	
Manatee	1,025	3,025	636	379		87	436	
Marion	701	866		1,027		5	88	
Monroe		94						6
Nassau		709		55		15		
Okaloosa	9	43						
Okeechobee	214	2,492		64			91	
Orange	1,176		414		46		142	
Osceola	101	659	77	382		191		6
Palm Beach	2,918	1,026	1,165	303	90	24		
Pasco	1,024	678	24	329			94	1
Pinellas	10,537		870		24			
Polk	9,455		1,899		129		417	
Putnam	1,281	305	82	368	146	80	30	10
St. Johns	285	407		448		44		
St. Lucie	265	114		1,038				
Santa Rosa		1,236		1,197		8		8
Seminole	1,174		783				408	
Sumter	131	311		162			22	
Suwannee	135	878		60				
Taylor	98	767		151				
Volusia	2,066	497	23	213				6
Wakulla		590						
Walton	259	631	195	230			27	35
Washington	1,556	302	193				74	

•Cents omitted in this table.

TABLE XX.—Expenditures for "Schools Proper." Itemized by District and County Funds.
PART III.—Janitors, Fuel, Transportation of Pupils, and Incidentals.

1918-1919. Counties.	Janitors.		Fuel.		Transportation		Incidentals.	
	District Funds.	County Funds.	District Funds.	County Funds.	District Funds.	County Funds.	District Funds.	County Funds.
*In State	$47,757	$42,664	$11,767	$12,155	$26,859	$77,259	$90,167	$48,800
Alachua	2,850		620		816	963	930	72
Baker	80				424	143	397	110
Bay	701		265			15	3,701	85
Bradford	404		293				1,927	3,049
Brevard	206	910	204	277	457	5,454	2,390	2,006
Broward	1,143	839			4,031	863	1,829	201
Calhoun	25		74				879	
Citrus	446	58	171	13	797	2,034	466	299
Clay		186		95	2	189		479
Columbia	393		121			23	451	49
Dade	1,240	7,405		793	2,056	10,513	940	2,129
DeSoto	2,080		85		171	742	8,669	
Duval		16,483		5,928		10,330		15,313
Escambia	168	2,983	1	1,851		738	1,843	3,708
Flagler	17	79	11	45	355	553	27	161
Franklin		380		194				283
Gadsden			33			240	673	
Hamilton	186		123				244	371
Hernando	87		24	14	109		259	28
Hillsborough	12,199	1,065	2,264	388	1,531	2,231	10,708	2,005
Holmes						552	600	282
Jackson			104				509	377
Jefferson	196	126	229		667	1,828	190	4
Lafayette	42	33	78	31	1,286	619	357	90
Lake	1,235	20	199	6	291	1,590	2,056	117
Lee	2,137	105	78		786	2,758	4,956	2,498
Leon	88	864		662		1,484	465	838
Levy	220		32		118	400	541	51
Liberty		17		44		11		138
Madison	166		99			773	353	286
Manatee	983	1,936	100	168	827	1,093	474	817
Marion	1,017		482		110		4,782	535
Monroe		1,820		43				631
Nassau	60	218		130		135		197
Okaloosa			12		208	169	285	221
Okeechobee	215	393	4	15	1,041	789	40	184
Orange	2,451	30	512		181	6,337	4,504	22
Osceola	8	833	45	114	74	311	1,131	1,141
Palm Beach	458	1,325	521	106	1,018	562	2,808	649
Pasco	656		184		2,042	2,367	835	2,452
Pinellas	3,988		531		760	3,782	7,726	
Polk	3,513		929		503		3,701	
Putnam	538		281		364	1,633	1,271	306
St. Johns		1,802		531		580	7	1,283
St. Lucie	185	920	9		4,480	1,105	2,229	707
Santa Rosa		446		365			203	699
Seminole	1,797		513		730	4,645	5,672	859
Sumter			51			390	585	20
Suwannee	287	101	205				1,461	188
Taylor	130	264	16	143	285	484	1,922	522
Volusia	4,495	823	1,797	52		7,505	3,835	1,516
Wakulla					26	73	22	40
Walton	228	190	18	136	299	240	131	745
Washington	425		433				156	14

*Cents omitted in this Table.

TABLE XXI.—Expenditures for "Administration." Itemized.
PART I.—Cost of Officials.

1918-1919. Counties.	Total.	Salary of Supt.	Traveling Expenses of Supt.	Per Diem & Mileage of School Boards.	Incidental Expense of Board and Supt.
In State	$1,075,399.34	$ 101,916.60	$ 9,311.84	$ 22,355.09	$ 52,376.42
Alachua	30,502.27	2,400.00	155.44	530.22	1,098.44
Baker	3,259.02	1,250.00	31.09	275.00	172.67
Bay	10,261.65	2,100.00	162.96	337.60	380.74
Bradford	10,428.18	1,500.00		272.70	596.36
Brevard	23,407.01	1,800.00	35.17	670.20	394.16
Broward	28,949.42	1,999.92	96.58	252.60	1,989.35
Calhoun	5,151.26	1,200.00		371.60	249.68
Citrus	3,842.57	1,775.00	39.50	299.00	312.41
Clay	5,644.99	1,200.00	25.00	311.80	183.13
Columbia	7,891.15	1,200.00	101.30	290.60	848.39
Dade	21,618.22	3,500.00	687.90	503.60	4,659.24
DeSoto	32,670.85	2,300.00	400.00	550.30	491.36
Duval	237,696.69	5,000.00	458.00	836.00	11,171.64
Escambia	18,621.24	2,400.00	470.00	851.19	2,289.14
Flagler	3,288.59	1,166.68	87.01	254.20	44.46
Franklin	3,768.61	900.00		197.25	220.31
Gadsden	4,294.12	2,075.00	63.24	285.00	554.42
Hamilton	2,264.02	1,200.00		229.20	81.04
Hernando	7,731.95	1,625.00	142.90	483.00	264.23
Hillsborough	93,124.14	3,600.00	300.00	668.80	3,083.64
Holmes	8,805.31	1,200.00		448.20	346.48
Jackson	5,065.14	1,800.00	8.40	624.30	244.68
Jefferson	7,754.19	1,200.00	8.75	278.51	414.51
Lafayette	5,847.15	1,475.00	20.00	401.60	590.17
Lake	20,016.77	1,500.00	499.90	696.85	765.33
Lee	9,031.54	1,950.00	464.06	304.40	511.21
Leon	7,590.32	2,000.00	20.00	300.40	283.79
Levy	6,699.12	1,625.00	28.35	415.40	190.75
Liberty	5,913.29	1,175.00	144.18	311.75	139.10
Madison	10,086.09	1,600.00	280.71	340.40	96.68
Manatee	27,737.06	1,750.00	352.84	346.40	1,325.36
Marion	16,336.91	2,275.00	178.18	386.61	315.94
Monroe	6,174.97	1,925.00	142.00	440.00	134.32
Nassau	4,275.39	1,100.00		470.40	82.91
Okaloosa	7,559.91	1,200.00	300.00	294.60	
Okeechobee	6,313.45	1,500.00	73.79	328.40	240.76
Orange	15,920.54	2,100.00	347.25	303.00	201.22
Osceola	5,432.30	1,800.00	36.15	287.00	685.10
Palm Beach	19,686.21	2,900.00	457.51	422.60	1,815.01
Pasco	13,824.35	1,625.00	200.00	786.21	287.20
Pinellas	47,904.88	3,600.00	265.81	661.00	4,900.45
Polk	60,436.42	4,675.00	300.00	638.30	522.82
Putnam	6,586.90	1,800.00	175.00	339.00	419.33
St. Johns	10,947.97	1,500.00	34.28	144.40	1,569.28
St. Lucie	35,105.84	1,650.00	256.94	523.20	499.62
Santa Rosa	8,304.28	1,575.00	70.00	357.20	590.51
Seminole	9,999.83	1,625.00	125.00	243.00	486.19
Sumter	14,132.50	1,500.00	300.00	287.80	68.17
Suwannee	44,279.57	1,800.00		360.60	4,144.67
Taylor	11,972.90	1,700.00	30.10	440.00	708.49
Volusia	37,860.13	2,700.00	604.49	784.20	2.00
Wakulla	2,030.71	900.00		325.80	49.25
Walton	7,759.75	1,500.00	314.40	304.50	226.67
Washington	13,591.70	1,500.00	17.66	289.20	433.64

TABLE XXI.—Expenditures for "Administration." Itemized.
PART II.—Sundry Incidental Expenses.

1918-1919. Counties.	Printing.	Tuition of County Line Pupils.	Institutes and Summer Schools.	Books, Furniture, Etc. Not Distributed.	Interest on Debts, Bonds, etc.	All Other Purposes.
In State	$9,807.71	$1,266.19	$2,046.81	$62,541.58	$441,824.43	$371,952.67
Alachua	75.00			6,961.73	13,793.70	5,487.74
Baker	210.31	14.00	31.25		624.43	650.27
Bay	34.00			717.32	5,665.94	863.09
Bradford	172.17	51.50			7,782.95	52.50
Brevard	222.25			5,265.00	11,764.27	3,255.96
Broward	90.38		21.56		15,744.06	8,754.97
Calhoun	205.31			1,074.17	1,069.66	980.84
Citrus	239.40				1,100.83	76.43
Clay	220.00	220.57			1,265.39	2,219.10
Columbia	39.50			138.53	1,560.41	3,712.42
Dade	428.10		342.96	4,698.96	139.48	6,657.98
DeSoto	527.87		250.00	4,344.90	22,061.42	1,745.00
Duval	68.35			6,000.00	80,492.48	133,670.22
Escambia	481.27	60.80	34.71	1,980.69	8,986.04	1,067.40
Flagler	196.50		42.96	298.09	945.44	253.25
Franklin	118.50				2,116.03	216.52
Gadsden					657.71	658.75
Hamilton	189.77		200.00		364.01	
Hernando	397.96	15.75		867.00	3,222.87	713.24
Hillsborough	142.50				40,230.34	45,098.86
Holmes	146.00			1,881.43	4,733.20	50.00
Jackson	117.08			108.37	836.63	1,325.68
Jefferson	19.25				5,154.44	678.73
Lafayette	290.10		38.86	942.02	1,299.88	789.52
Lake	132.48			2,100.00	11,343.06	2,979.15
Lee					5,705.53	96.34
Leon	85.50			150.00	1,854.27	2,896.36
Levy	93.00				3,546.10	800.52
Liberty	60.00			3,162.99	2,79	917.48
Madison	77.50			91.00	868.54	6,731.26
Manatee	570.42		48.37	972.13	20,836.24	1,535.30
Marion	214.62				8,999.92	3,966.64
Monroe					23.53	3,510.12
Nassau	57.40			1,363.01	1,079.82	121.85
Okaloosa	75.00		23.80	944.00	1,271.16	3,451.35
Okeechobee	123.25		289.22		3,379.00	379.03
Orange	202.02	12.00			9,354.84	3,400.21
Osceola	36.00			72.50	404.22	2,111.33
Palm Beach	267.55		45.00	328.90	10,685.03	2,764.61
Pasco	69.00		218.75	1,524.77	7,836.46	1,276.96
Pinellas	463.23				27,641.17	10,373.22
Polk	244.25			3,547.54	30,562.13	19,946.38
Putnam	304.95	291.57	159.37	1,319.06	580.95	1,197.67
St. Johns	66.85		200.00		6,592.83	840.33
St. Lucie	162.95			4,000.00	9,659.47	18,353.66
Santa Rosa	107.40		100.00	168.43	4,715.41	620.33
Seminole	27.75				5,971.32	1,521.57
Sumter	203.53				3,570.07	8,202.93
Suwannee					3,598.34	34,375.96
Taylor	233.15			3,766.54	864.87	4,229.75
Volusia	744.37	400.00		158.61	23,329.87	9,136.59
Wakulla	129.16	200.00		134.54	36.67	255.29
Walton	233.66			186.56	1,968.03	3,025.93
Washington	191.15			3,272.79	3,931.18	3,956.08

TABLE XXII.—Financial Condition of County Boards July 1, 1919.
PART I.—Total Indebtedness by District and County Funds.

1918-1919. Counties.	Total.	District Funds.			County Funds	
		Warrants Out-standing	Time Warrants Out-standing	Bonds Out-standing	Warrants Out-standing	Time Warrants Out-standing
*In State	$7,808,351.70	$57,969	$95,584	$4,918,650	$93,887	$2,642,259
Alachua	104,031.91	306	29,000	74,300	425	
Baker	1,511.62	500			1,010	
Bay	42,322.00	14		42,000	308	
Bradford	100,817.35	5,023		64,000	16,793	15,000
Brevard	225,169.40	10		225,000	159	
Broward	172,555.73	20		87,000	18	85,517
Calhoun	19,384.61	255		15,000	1,128	3,000
Citrus	8,230.70	76	5,000		154	3,000
Clay	7,000.00					7,000
Columbia	26,940.94	829	1,174		87	24,850
Dade	1,001,837.37	25		459,000	3,812	539,000
DeSoto	292,916.95	641	9,996	255,000	279	27,000
Duval	1,182,639.95	5		1,000,000	12,634	170,000
Escambia	162,978.11	459		12,000	10,018	140,500
Flagler	60.00				60	
Franklin	36,034.20	848		30,000	686	4,500
Gadsden	2,579.60	54		2,500	25	
Hamilton	1,962.89	1,124			838	
Hernando	35,444.30	183		10,000	260	25,000
Hillsborough	784,148.93	488		345,850	810	437,000
Holmes	61,355.53	294		18,000	9,061	34,000
Jackson	2,553.72	570			1,983	
Jefferson	51,070.00	1			18	51,050
Lafayette	14,051.93	310			13,740	
Lake	141,116.01	1,492		139,500	123	
Lee	142,571.33	93	4,100	95,000	3,377	40,000
Leon	10,929.55	84	10,000		844	
Levy	48,164.29	352		46,000	1,812	
Liberty	8,000.00					8,000
Madison	10,099.31	3,938			160	6,000
Manatee	407,684.45	554	1,000	18,000	130	388,000
Marion	180,891.38	532		107,500	3,359	69,500
Monroe	63,140.85				140	63,000
Nassau	7,989.99	7,428			561	
Okaloosa	32,551.85	535		27,500	516	4,000
Okeechobee	40,240.44	139		40,000	101	
Orange	179,764.50	152	1,062	178,350	200	
Osceola	341.56	114			227	
Palm Beach	153,722.14	136		147,900	685	5,000
Pasco	112,208.75	91		24,000	117	88,000
Pinellas	497,338.31	18		418,250	70	79,000
Polk	375,646.69	16,702	28,500	297,000	444	33,000
Putnam	92,769.66	7,481		85,000	287	
St. Johns	114,402.85				1,402	113,000
St. Lucie	145,543.21	475		62,000	67	83,000
Santa Rosa	21,777.05	1,097	400	20,000	279	
Seminole	90,142.00	45		90,000	97	
Sumter	1,362.05	851			511	
Suwannee	122,363.50	1,723		70,000	339	50,300
Taylor	8,637.81	611			26	8,000
Volusia	321,000.18	385		320,000	614	
Wakulla	1,897.46	181			1,716	
Walton	78,609.24	543		50,000	1,065	27,000
Washington	59,847.65	160	5,351	43,000	293	11,042

*Cents omitted in this Table except in total column.

TABLE XXII.—Financial Condition of County Boards July 1, 1919.
PART II.—Cash on Hand, Net Indebtedness and Net Cash.

1918-1919. Counties.	Cash on Hand.			Net Indebtedness.		Net Cash.	
	Total.	District Funds.	County Funds.	District Funds.	County Funds.	District Funds.	County Funds.
*In State	$1,790,768	$1,289,348	$ 501,419	$3,842,617	$2,378,994	$59,761	$144,266
Alachua	26,055	18,674	7,380	84,931			69,54
Baker	4,442	4,263	179		831	3,762	
Bay	6,412	3,780	2,632	38,234			2,324
Bradford	16,297	15,513	783	53,510	31,009		
Brevard	102,679	85,494	17,185	139,515			17,025
Broward	19,823	17,995	1,827	690.24	83,707		
Calhoun	13,184	7,842	5,341	7,412			1,212
Citrus	3,114	3,113	1	1,962	3,152		
Clay	6,697	4,979	1,717		1,282	4,979	
Columbia	15,087	3,679	11,407		13,529	1,675	
Dade	67,918	63,281	4,636	395,743	538,175		
DeSoto	77,900	77,098	802	188,539	26,477		
Duval	136,489	86,702	49,786	913,302	132,848		
Escambia	19,035	7,086	11,949	53,73	138,568		
Flagler	4,812	2,034	2,778			2,034	2,718
Franklin	8,737	7,757	980	23,090	4,205		
Gadsden	6,869	5,706	1,163			3,151	1,138
Hamilton	11,371	1,625	9,745			501	8,907
Hernando	5,777	5,253	524	4,930	24,736		
Hillsborough	194,070	147,360	46,710	198,978	391,099		
Holmes	9,876	6,751	3,124	11,542	39,936		
Jackson	7,482	3,497	3,985			2,926	2,002
Jefferson	8,952	3,400	5,552		45,516	3,398	
Lafayette	20,260	9,718	10,542		3,198	9,407	
Lake	25,930	14,974	10,955	126,018			10,832
Lee	20,494	11,015	9,479	88,178	33,898		
Leon	2,598	1,300	1,297	8,783			452
Levy	19,609	18,590	1,019	27,761	792		
Liberty	5,202	75	5,127		2,872	75	
Madison	6,373	964	5,409	2,973	751		
Manatee	77,248	14,063	63,184	5,490	324,945		
Marion	51,030	45,604	5,425	624.27	67,433		
Monroe	6,769		6,769		56,371		
Nassau	23,290	3,244	20,045	4,184			19,484
Okaloosa	3,032	2,531	500	25,503	4,016		
Okeechobee	16,696	14,209	2,486	25,929			2,385
Orange	47,381	43,582	3,798	135,981			3,598
Osceola	2,046	1,323	723			1,208	496
Palm Beach	55,563	52,543	3,019	95,492	2,665		
Pasco	16,048	15,785	263	8,305	87,854		
Pinellas	64,879	63,905	973	354,362	78,096		
Polk	168,434	105,538	62,895	236,664			29,451
Putnam	104,715	92,810	11,905			328	11,617
St. Johns	2,336	931	1,404		112,998	931	
St. Lucie	31,995	20,659	11,335	41,815	71,732		
Santa Rosa	8,291	5,698	2,593	15,798			2,313
Seminole	15,435	12,343	3,091	77,701			2,994
Sumter	18,582	12,541	6,040			11,690	5,529
Suwannee	42,888	15,114	27,773	56,608	22,866		
Taylor	27,100	11,862	15,238			11,250	7,212
Volusia	98,496	96,323	2,173	224,062			1,559
Wakulla	8,389	2,620	5,768			2,439	4,052
Walton	10,796	3,946	6,849	46,596	21,216		
Washington	15,761	12,631	3,130	35,880	8,205		

*Cents omitted in this Table.

TABLE XXIII.—Balance Sheet, or Financial Condition of County Boards.

1918-1919. Counties.	Debits.		Credits.			
	Total Receipts Including Cash July 1, 1918.	Warrants and Bonds Extant July 1, 1919.	All School Expenditures.	Borrowed Money Paid.	Warrants and Bonds Extant July 1, 1918.	Cash July 1, 1919.
*In State	$7,943,370	$7,808,351	$4,764,076	$1,350,752	$7,709,179	$1,790,768
Alachua	176,893	104,031	121,888	24,115	108,867	26,055
Baker	32,303	1,511	20,025	8,266	1,081	4,442
Bay	70,742	42,322	47,876	14,598	44,177	6,412
Bradford	87,685	100,817	46,646	23,444	102,115	16,297
Brevard	230,741	225,169	82,561	45,500	225,169	102,679
Broward	89,249	172,555	66,080		175,901	19,823
Calhoun	43,989	19,384	24,944	8,000	17,245	13,184
Citrus	58,173	8,230	32,683	17,100	13,505	3,114
Clay	40,592	7,000	22,752	8,500	9,643	6,697
Columbia	65,327	26,940	42,899	9,015	25,266	15,087
Dade	520,220	1,001,837	230,701	225,436	998,000	67,918
DeSoto	267,631	292,916	139,363	34,551	308,733	77,900
Duval	848,528	1,182,639	706,143		1,188,535	136,489
Escambia	193,626	162,978	140,606	42,000	154,962	19,035
Flagler	26,500	60	13,391	6,000	2,357	4,812
Franklin	47,461	36,034	15,820	18,741	40,196	8,737
Gadsden	78,733	2,579	51,098	19,700	3,645	6,869
Hamilton	37,697	1,962	24,998		3,289	11,371
Hernando	52,565	35,444	25,103	16,850	40,296	5,777
Hillsborough	747,856	784,148	426,542	44,800	866,592	194,070
Holmes	75,743	61,355	31,929	38,677	56,615	9,876
Jackson	104,405	2,553	63,766	17,585	18,123	7,482
Jefferson	41,009	51,070	30,053		53,074	8,952
Lafayette	71,966	14,051	39,044	16,109	10,604	20,260
Lake	105,274	141,116	78,691		94,869	25,930
Lee	152,680	142,571	85,580	58,300	130,876	20,494
Leon	80,008	10,929	56,910	20,840	10,588	2,598
Levy	83,568	48,164	44,400	13,985	50,217	19,609
Liberty	30,365	8,000	16,402	8,000	8,760	5,202
Madison	52,347	10,099	44,366		11,707	6,373
Manatee	410,174	407,684	103,750	262,260	374,599	77,248
Marion	185,813	180,891	91,602	26,600	188,457	51,030
Monroe	48,813	63,140	40,043	2,000	63,140	6,769
Nassau	56,970	7,989	21,193		20,477	23,290
Okaloosa	32,009	32,551	22,898		38,630	3,032
Okeechobee	55,069	40,240	24,835	12,506	41,271	16,696
Orange	230,711	179,764	146,124	34,116	182,854	47,381
Osceola	70,503	341	53,308	15,250	240	2,046
Palm Beach	208,893	153,722	93,265	32,916	180,870	55,563
Pasco	96,421	112,208	54,938	25,585	112,057	16,048
Pinellas	452,340	497,338	339,740	39,000	478,559	64,879
Polk	393,385	375,646	228,062	32,600	339,935	168,434
Putnam	79,664	92,769	65,905		1,812	104,715
St. Johns	61,472	114,402	48,481	11,000	114,057	2,336
St. Lucie	154,764	145,543	111,302	11,100	145,910	31,995
Santa Rosa	68,267	21,777	47,172	11,500	23,080	8,291
Seminole	98,322	90,142	70,028	13,000	90,001	15,435
Sumter	60,690	1,362	42,674		795	18,582
Suwannee	123,996	122,363	81,108		122,363	42,888
Taylor	96,488	8,637	49,577	16,000	12,447	27,100
Volusia	308,740	321,000	165,516	44,600	284,127	98,496
Wakulla	21,195	1,897	11,518	1,000	2,184	8,389
Walton	48,081	78,609	35,161		80,732	10,796
Washington	66,686	59,847	42,590	19,600	35,582	15,761

*Cents omitted.—This called a Balance Sheet, but it is utterly impossible to balance reports of some Co. Supts.

TABLE XXIV.—School Expenditures by Races.
PART I.—For Whites.

1918-1919. Counties.	Total.	For Schools Proper.	For Buildings and Equipment.	For Administration. Prorated.
In State	$4,375,142.82	$2,815,958.46	$584,510.63	$974,673.73
Alachua	112,461.72	83,031.99	1,276.13	28,153.60
Baker	19,365.69	15,475.01	739.20	3,151.48
Bay	46,492.28	35,209.15	1,319.06	9,964.07
Bradford	44,238.83	33,220.25	1,027.50	9,991.08
Brevard	78,631.56	43,561.24	12,763.44	22,306.88
Broward	62,167.94	33,823.66	1,102.88	27,241.40
Calhoun	24,371.98	15,603.35	3,727.56	5,041.07
Citrus	31,849.99	27,549.83	553.69	3,746.47
Clay	20,135.43	14,407.77	731.84	4,995.82
Columbia	35,616.98	28,970.57	96.76	6,549.65
Dade	221,452.63	146,642.96	54,088.61	20,721.06
DeSoto	136,314.56	94,508.24	9,811.56	31,994.76
Duval	613,252.53	305,099.92	108,979.52	199,173.09
Escambia	122,601.96	104,083.37	2,318.11	16,200.48
Flagler	13,254.12	8,989.84	1,015.16	3,249.12
Franklin	13,746.48	10,245.07	60.40	3,441.01
Gadsden	47,497.44	37,347.93	6,155.98	3,993.53
Hamilton	23,516.34	21,104.62	281.28	2,130.44
Hernando	22,838.01	14,902.64	897.68	7,037.69
Hillsborough	402,755.93	299,748.11	15,015.51	87,992.31
Holmes	30,856.00	21,024.57	1,321.10	8,510.33
Jackson	57,431.16	49,664.17	3,230.16	4,536.83
Jefferson	28,097.18	20,011.46	835.55	7,250.17
Lafayette	37,798.01	28,979.96	3,158.15	5,659.90
Lake	74,183.74	54,185.61	982.19	19,015.94
Lee	83,697.90	62,014.64	12,850.41	8,832.85
Leon	45,960.23	34,097.08	5,714.99	6,148.16
Levy	40,569.20	25,400.91	9,045.29	6,123.00
Liberty	14,853.37	8,938.27	552.56	5,362.54
Madison	41,250.64	28,518.20	3,352.37	9,380.07
Manatee	98,149.54	69,344.60	2,563.79	26,241.15
Marion	69,437.11	56,373.21	657.85	12,406.05
Monroe	34,179.62	27,813.19	1,155.95	5,210.48
Nassau	16,061.42	12,718.67	93.45	3,249.30
Okaloosa	21,269.18	12,436.04	1,802.42	7,030.72
Okeechobee	24,835.04	16,623.43	1,898.16	6,313.45
Orange	136,100.65	77,370.32	43,860.55	14,869.78
Osceola	48,870.05	42,328.33	1,560.30	4,981.42
Palm Beach	83,390.48	53,336.21	12,730.41	17,323.86
Pasco	53,333.67	38,539.96	1,453.21	13,340.50
Pinellas	334,343.83	120,976.97	166,084.74	47,282.12
Polk	209,838.85	150,803.24	3,434.10	55,601.51
Putnam	55,360.23	44,354.96	5,472.27	5,533.00
St. Johns	40,721.33	31,436.00	89.03	9,196.30
St. Lucie	108,026.57	39,997.77	33,976.13	34,052.67
Santa Rosa	45,517.46	32,390.97	5,112.86	8,013.63
Seminole	60,897.85	39,575.91	12,622.09	8,699.85
Sumter	39,841.08	24,680.78	1,960.55	13,199.75
Suwannee	69,496.21	31,436.38	864.99	37,194.84
Taylor	48,053.24	32,154.02	4,285.50	11,613.72
Volusia	148,128.12	100,131.06	14,112.48	33,884.58
Wakulla	9,927.49	7,953.65	224.36	1,749.48
Walton	33,000.12	25,439.72	274.00	7,286.40
Washington	39,103.85	21,382.68	5,216.80	12,504.37

TABLE XXIV.—School Expenditures by Races.
PART II.—For Negroes.

1918-1919. Counties.	Total.	For Schools Proper.	For Buildings and Equipment.	For Administration. Prorated.
In State	$388,933.49	$282,564.45	$5,643.43	$100,725.61
Alachua	9,426.59	7,077.92		2,348.67
Baker	660.04	552.50		107.54
Bay	1,384.54	1,086.96		297.58
Bradford	2,407.20	1,970.10		437.10
Brevard	3,930.24	2,545.50	284.61	1,100.13
Broward	3,912.85	2,204.83		1,708.02
Calhoun	572.69	462.50		110.19
Citrus	833.60	737.50		96.10
Clay	2,616.82	1,893.45	74.20	649.17
Columbia	7,282.58	5,926.93	14.15	1,341.50
Dade	9,249.32	8,352.16		897.16
DeSoto	3,049.11	2,328.02	45.00	676.09
Duval	92,890.73	54,367.13		38,523.60
Escambia	18,004.65	15,583.89		2,420.76
Flagler	136.97	97.50		39.47
Franklin	2,074.26	1,690.80	55.86	327.60
Gadsden	3,601.09	3,250.50	50.00	300.59
Hamilton	1,482.64	817.50	531.56	133.58
Hernando	2,265.11	1,570.85		694.26
Hillsborough	23,786.10	18,654.27		5,131.83
Holmes	1,073.73	778.75		294.98
Jackson	6,335.78	5,451.15	356.32	528.31
Jefferson	1,956.27	1,452.25		504.02
Lafayette	1,246.40	1,040.00	19.15	187.25
Lake	4,507.45	3,506.62		1,000.83
Lee	1,882.59	1,460.90	223.00	198.69
Leon	10,950.69	9,489.28	19.25	1,442.16
Levy	3,831.57	2,842.20	413.25	576.12
Liberty	1,549.55	998.80		550.75
Madison	3,115.77	2,409.75		706.02
Manatee	5,600.85	4,058.33	46.61	1,495.91
Marion	22,164.98	18,184.07	50.05	3,930.86
Monroe	5,863.82	4,899.33		964.49
Nassau	5,131.79	4,105.70		1,026.09
Okaloosa	1,629.19	1,100.00		529.19
Okeechobee				
Orange	10,023.63	8,956.15	16.72	1,050.76
Osceola	4,438.16	2,710.13	1,277.15	450.88
Palm Beach	9,874.85	6,913.44	599.06	2,362.35
Pasco	1,604.48	1,120.63		483.85
Pinellas	5,396.51	4,773.75		622.76
Polk	18,223.41	13,388.50		4,834.91
Putnam	10,545.53	8,447.71	1,043.92	1,053.90
St. Johns	7,760.33	6,004.54	4.12	1,751.67
St. Lucie	3,275.86	2,022.69	200.00	1,053.17
Santa Rosa	1,654.65	1,364.00		290.65
Seminole	9,130.15	7,624.26	205.91	1,299.98
Sumter	2,833.87	1,901.12		932.75
Suwannee	11,612.23	4,527.50		7,084.73
Taylor	1,524.70	1,165.52		359.18
Volusia	17,388.25	13,322.95	89.75	3,975.55
Wakulla	1,591.42	1,310.19		281.23
Walton	2,161.17	1,687.82		473.35
Washington	3,486.73	2,375.61	23.79	1,087.33

TABLE XXV.—School Expenditures Per Capita: Of Population; of Youth of School Age; of Pupils Enrolled; of Pupils in Daily Attendance. Note—The $ is omitted in order to get all in one table.

1918-1919. Counties.	Of Population			Of Youth of School Age.			Of Pupils Enrolled			Of Pupils in Daily Attendance.		
	Both Races.	White.	Negro.	Both.	White.	Negro.	Both.	White.	Negro.	Both.	White.	Negro.
In State	4.99	7.33	1.10	17.14	24.39	3.94	25.06	32.22	7.17	36.59	47.20	10.36
Alachua	4.10	6.95	.69	11.34	20.28	1.81	16.76	26.74	3.01	23.37	35.08	4.58
Baker	3.56	4.20	.64	9.95	11.52	1.94	13.97	15.49	3.60	25.64	28.81	6.06
Bay	4.31	6.03	.40	12.26	16.47	1.28	19.53	23.19	3.10	31.25	38.22	4.87
Bradford	3.77	4.89	.72	9.30	11.83	1.88	13.03	15.65	3.19	21.04	25.52	4.93
Brevard	9.89	13.12	1.66	35.75	46.74	6.26	53.96	61.53	11.13	70.56	86.03	15.35
Broward	12.80	18.83	2.10	40.54	57.03	7.24	53.72	71.20	10.96	81.13	103.96	18.28
Calhoun	2.89	4.09	.21	8.08	11.25	.62	14.56	16.04	2.96	25.35	29.85	4.28
Citrus	6.14	10.68	.35	17.86	27.24	1.26	27.63	39.76	2.75	43.42	65.41	3.01
Clay	4.29	6.03	1.33	13.76	17.81	5.07	18.88	22.39	8.55	29.89	35.43	13.55
Columbia	2.99	5.22	.96	7.67	12.86	2.58	14.04	16.58	3.81	18.99	21.74	11.72
Dade	5.71	8.18	.69	26.36	36.90	3.36	38.86	43.55	11.20	52.73	58.06	16.54
DeSoto	5.41	6.29	.77	17.20	19.42	2.82	26.89	28.92	6.51	38.18	41.82	7.81
Duval	6.31	10.78	1.69	27.35	41.18	8.50	38.09	48.51	15.81	54.33	69.91	21.73
Escambia	2.86	3.97	.99	10.22	13.24	4.00	18.02	20.56	9.56	24.88	29.13	12.47
Flagler	5.72	7.66	.22	14.32	18.66	.60	34.25	34.15	2.74	50.91	50.72	4.15
Franklin	2.98	4.56	.82	10.05	16.50	2.79	20.71	29.49	6.96	28.25	40.19	9.51
Gadsden	2.16	6.16	.22	5.99	18.09	.61	10.64	22.62	1.33	15.67	32.27	2.00
Hamilton	2.64	4.52	.34	6.23	10.11	.88	10.86	14.10	2.34	14.78	19.89	2.91
Hernando	5.97	10.39	1.13	15.15	21.14	3.93	23.14	32.22	6.02	34.84	48.76	8.98
Hillsborough	4.79	5.77	1.22	21.30	24.33	6.84	28.92	31.75	11.71	37.86	41.38	15.53
Holmes	2.51	2.76	.68	6.37	6.85	2.10	9.28	9.56	5.09	15.82	17.12	7.11
Jackson	2.08	3.54	.43	5.34	8.54	1.21	8.24	11.85	2.19	13.24	21.49	2.95
Jefferson	2.10	2.61	.55	7.51	11.70	1.22	16.76	29.89	2.29	26.52	50.26	3.19
Lafayette	6.38	7.64	1.05	13.87	15.58	3.19	20.56	21.93	7.12	35.62	38.68	11.43
Lake	5.79	8.55	.91	21.85	30.90	3.75	26.52	33.88	6.01	40.36	50.13	9.93
Lee	9.42	11.15	1.18	29.40	32.82	5.22	43.86	47.50	9.96	64.46	69.34	15.82
Leon	3.11	9.47	.81	9.64	24.18	2.73	12.56	29.11	3.71	19.04	41.14	5.85
Levy	4.62	8.06	.83	12.19	18.86	2.57	18.90	26.07	4.81	26.32	35.55	7.01
Liberty	3.28	5.64	.65	9.64	15.63	2.06	13.83	18.70	3.92	19.23	27.61	4.92
Madison	2.58	5.27	.33	6.54	14.34	.79	10.02	16.37	1.37	15.36	25.15	2.10
Manatee	5.43	7.28	.99	21.17	28.04	4.00	30.63	33.50	7.44	43.85	51.62	12.05
Marion	3.87	6.99	1.62	11.08	18.97	4.81	14.66	24.93	6.28	23.32	36.81	10.84
Monroe	1.93	2.19	1.13	10.44	12.16	5.72	15.89	18.37	8.88	23.09	25.24	15.43
Nassau	1.84	2.60	.96	7.18	9.17	4.27	16.46	19.14	11.45	23.11	25.90	17.27
Okaloosa	2.42	4.05	.38	7.56	10.86	1.67	11.18	12.60	4.64	17.65	20.48	6.31
Okeechobee	9.43	11.03		33.33	36.79		50.80	50.80		82.84	82.84	
Orange	7.31	10.37	1.45	29.73	46.68	5.01	41.82	56.56	9.21	58.24	79.39	12.59
Osceola	7.25	8.02	3.52	20.19	24.37	6.98	33.21	36.82	15.96	48.33	52.14	26.73
Palm Beach	4.97	6.61	1.66	24.44	29.00	10.50	34.08	40.41	15.28	51.98	60.82	24.19
Pasco	6.27	8.17	.71	22.89	29.62	2.67	30.79	35.57	5.61	42.55	48.57	8.22
Pinellas	18.27	22.70	1.39	58.13	71.00	4.75	63.21	82.75	7.28	91.30	122.51	9.12
Polk	5.68	7.47	1.51	20.91	27.95	5.35	28.53	33.04	11.10	40.87	47.44	15.75
Putnam	4.56	7.48	1.49	15.50	24.60	5.27	23.64	35.37	8.67	34.96	51.74	12.94
St. Johns	3.70	4.64	1.79	17.92	23.20	8.16	26.87	33.48	13.20	37.15	44.26	20.16
St. Lucie	13.33	17.64	1.47	54.29	63.24	6.55	74.20	90.17	10.85	105.80	126.34	16.63
Santa Rosa	3.78	5.20	.44	10.25	12.64	1.65	13.98	15.91	3.22	24.63	28.59	5.12
Seminole	6.10	9.79	1.73	25.01	43.49	6.52	34.12	55.01	9.54	45.98	72.15	13.44
Sumter	5.41	7.61	1.06	16.66	24.14	3.11	21.59	20.89	5.22	33.57	45.17	7.28
Suwannee	3.97	5.77	1.38	13.38	18.98	4.83	16.40	22.05	6.47	23.38	32.74	9.10
Taylor	4.37	7.48	.31	17.39	22.88	2.03	25.62	29.23	5.93	50.55	50.75	8.66
Volusia	6.91	10.36	1.80	25.86	36.57	7.39	36.21	47.78	13.48	50.78	67.21	18.38
Wakulla	2.43	4.75	.60	6.29	10.45	1.80	9.52	13.90	3.19	15.75	22.51	5.48
Walton	3.09	3.95	.71	8.14	10.03	2.10	11.35	12.93	3.77	17.71	20.13	6.24
Washington	3.61	4.52	1.10	10.38	13.48	2.90	21.60	16.42	4.50	21.71	26.21	7.46

*Cents omitted in this Table.

TABLE XXVI.—(a) Number of Visits (one hour or longer) by County Superintendents to Schools; (b) Number of Pupils Transported; Total Cost and Cost Per Pupil.

1918-1919. Counties.	Visits by County Supt. to Schools			Transportation of Pupils Number Transported			Total Cost	Cost Per Pupil.
	To Both.	To White	To Negro.	Both Races	White.	Negro.		
In State	3,411	2,955	456	4,440	4,440		$104,118.74	$23.45
Alachua	142	104	38	84	84		1,779.29	21.18
Baker	77	70	7	36	36		568.50	15.79
Bay	56	49	7	28	28		15.00	.54
Bradford	101	86	15					
Brevard	50	42	8	200	200		5,911.39	29.55
Broward	20	15	5	130	130		4,894.69	37.65
Calhoun	29	29						
Citrus	48	48		57	57		2,832.66	49.69
Clay	66	58	8	23	23		191.80	8.29
Columbia	100	82	18	4	4		23.37	5.84
Dade	95	86	9	525	525		12,569.88	23.94
DeSoto	68	66	2	121	121		913.68	7.55
Duval	34	34		350	350		10,330.58	29.51
Escambia	87	68	19	72	72		738.50	10.25
Flagler	12	10	2	18	18		908.50	50.47
Franklin	18	13	5					
Gadsden	95	61	34	38	38		240.00	6.31
Hamilton	80	80						
Hernando	44	38	6	10	10		109.60	10.96
Hillsborough	209	193	16	225	225		3,762.80	16.72
Holmes	66	65	1	8	8		552.00	69.00
Jackson	21	20	1					
Jefferson	64	60	4	194	194		2,495.60	12.88
Lafayette	62	60	2	45	45		1,905.79	42.35
Lake	91	74	17	78	78		1,881.32	24.12
Lee	8	8		46	46		3,544.93	77.06
Leon	85	50	35	83	83		1,484.30	17.88
Levy	66	48	18	67	67		518.50	7.73
Liberty	73	61	12	9	9		11.32	1.21
Madison	147	135	12	110	110		773.10	7.03
Manatee	114	109	5	110	110		1,920.25	17.45
Marion	80	61	19	27	27		110.00	4.07
Monroe	4		4					
Nassau	37	30	7	12	12		135.00	11.25
Okaloosa	23	23		12	12		378.45	31.53
Okeechobee	18	18		62	62		1,830.48	29.52
Orange	69	57	12	308	308		6,518.90	21.16
Osceola	35	31	4	37	37		385.50	10.41
Palm Beach	33	33		85	85		1,580.76	18.59
Pasco	48	47	1	76	76		4,410.18	58.02
Pinellas	119	108	11	167	167		4,543.15	27.20
Polk	78	64	14	41	41		503.96	12.29
Putnam	35	35		104	104		1,998.30	19.21
St. Johns	11	10	1	36	36		580.00	16.11
St. Lucie	76	68	8	123	123		5,586.55	45.42
Santa Rosa	85	85						
Seminole	76	53	23	372	372		5,375.00	14.44
Sumter	71	64	7	35	35		390.65	11.16
Suwannee	61	61						
Taylor	83	74	9	32	32		770.00	24.06
Volusia	57	40	17	190	190		7,505.11	37.94
Wakulla	35	22	13	17	17		100.00	5.88
Walton	9	9		33	33		539.40	16.34
Washington	40	40						

TABLE XXVII.—(a) Number and Kinds of School Buildings; (b) Number of Rooms in Buildings.

1918-1919. Counties.	Public School Buildings.										Number of Rooms in Buildings.		
		Frame.			Brick.			Concrete.					
	Grand Total.	Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.
In State	2,554	2,295	1,713	582	195	187	8	64	63	1	6,391	5,266	1,125
Alachua	109	100	59	41	9	9					263	185	78
Baker	30	30	25	5							52	46	6
Bay	29	27	23	4	2	2					70	66	4
Bradford	61	57	47	10	4	4					126	110	16
Brevard	29	25	20	5				4	4		80	70	10
Broward	14	9	4	5				5	5		59	51	8
Calhoun	30	29	29		1	1					58	58	
Citrus	23	22	16	6	1	1					50	42	8
Clay	34	33	29	4	1	1					55	47	8
Columbia	63	62	33	29	1	1					126	87	39
Dade	25	6		6				19	19		179	161	18
DeSoto	70	54	52	2	14	14		2	2		241	234	7
Duval	81	57	30	27	24	21	3				478	364	114
Escambia	63	60	50	10	2	2		1	1		216	177	39
Flagler	12	11	11					1	1		14	14	
Franklin	6	5	3	2	1	1					48	39	9
Gadsden	61	58	25	33	3	3					119	82	37
Hamilton	47	46	45	1	1	1					67	66	1
Hernando	21	21	14	7							26	16	10
Hillsboro	97	70	56	14	25	23	2	2	2		337	289	48
Holmes	71	70	63	7	1	1					121	114	7
Jackson	103	101	69	32	2	2					213	155	58
Jefferson	22	21	17	4	1	1					53	46	7
Lafayette	50	49	45	4				1	1		70	65	5
Lake	45	40	28	12	4	4		1	1		117	98	19
Lee	32	27	25	2	4	4		1	1		99	92	7
Leon	74	72	33	39	2	2					109	65	44
Levy	53	48	32	16	5	5					89	68	21
Liberty	21	21	19	2							37	33	4
Madison	69	66	57	9	3	3					105	91	14
Manatee	60	49	42	7	7	7		4	4		139	122	17
Marion	116	112	63	49	4	4					212	136	76
Monroe	8	6	5	1				2	2		57	45	12
Nassau	52	52	38	14							85	62	23
Okaloosa	39	36	36		3	3					70	70	
Okeechobee	7	6	6		1	1					22	22	
Orange	37	31	24	7	6	6					160	139	21
Osceola	27	24	21	3	3	3					67	60	7
Palm Beach	32	23	18	5				9	8	1	116	92	24
Pasco	41	37	35	2	4	4					83	79	4
Pinellas	31	6	5	1	20	17	3	5	5		209	182	27
Polk	94	76	56	20	17	17		1	1		327	287	40
Putnam	54	52	32	20	1	1		1	1		99	68	31
St. Johns	21	20	15	5	1	1					74	59	15
St. Lucie	25	24	19	5	1	1					71	62	9
Santa Rosa	60	59	58	1	1	1					100	97	3
Seminole	25	22	10	12	3	3					83	46	37
Sumter	30	26	18	8	2	2		2	2		78	66	12
Suwannee	99	98	66	32				1	1		140	103	37
Taylor	46	45	44	1	1	1					77	75	2
Volusia	51	43	24	19	6	6		2	2		188	145	43
Wakulla	34	34	23	11							41	29	12
Walton	67	65	54	11	2	2					129	116	13
Wash'ton	53	52	42	10	1	1					87	73	14

TABLE XXVIII.—School Equipment.
PART I.—Patent Desks in Use.

1918-1919. Counties.	Grand Total.	Single.			Double.		
		Total.	For Whites.	For Negroes.	Total.	For Whites.	For Negroes.
In State	161,750	124,162	113,665	10,497	37,588	26,277	11,311
Alachua	8,760	6,717	6,217	500	2,043		2,043
Baker	828	116	98	18	712	667	45
Bay	1,597	1,182	1,182		415	409	6
Bradford	2,810	1,917	1,875	42	893	701	192
Brevard	1,042	994	770	224	48		48
Broward	1,439	1,439	1,161	278			
Calhoun	1,779	1,729	1,729		50	50	
Citrus	880	375	375		505	448	57
Clay	1,098	429	429		569	454	115
Columbia	3,122	1,801	1,753	48	1,321	910	411
Dade	5,927	5,927	5,498	429			
DeSoto	6,045	5,136	5,116	20	909	767	142
Duval	13,988	12,240	10,716	1,524	1,748	446	1,302
Escambia	6,830	4,553	4,309	244	2,277	1,373	904
Flagler	375	375	375				
Franklin	452	317	311	6	135	110	25
Gadsden	2,622	197	147	50	2,425	2,425	
Hamilton	1,328	563	563		765	765	
Hernando	574	191	151	40	383	153	230
Hillsborough	16,881	15,094	14,266	828	1,787	1,072	715
Holmes	2,627	2,050	2,033	17	577	577	
Jackson	3,694	3,495	3,443	50	201	176	25
Jefferson	857	491	422	69	366	351	15
Lafayette	1,685	250	239	11	1,435	1,394	41
Lake	2,003	1,504	1,496	8	499	273	226
Lee	2,477	2,436	2,204	232	41	15	26
Leon	2,210	960	940	20	1,250	403	847
Levy	2,395	1,898	1,835	63	497	477	20
Liberty	573	516	516		57	57	
Madison	2,635	1,665	1,605	60	970	570	400
Manatee	3,644	2,985	2,925	60	659	297	362
Marion	4,374	3,371	2,250	1,121	1,003	821	182
Monroe	1,805	1,460	1,460		345	45	300
Nassau	1,393	493	461	32	900	539	361
Okaloosa	1,244	307	307		937	934	3
Okeechobee	581	468	468		113	113	
Orange	3,444	3,086	2,664	422	358	128	230
Osceola	1,849	1,688	1,593	95	161	97	64
Palm Beach	2,882	2,841	2,351	490	41	16	25
Pasco	1,661	1,022	1,022		639	571	68
Pinellas	5,193	4,974	4,595	379	219		219
Polk	9,072	6,920	6,416	504	2,152	1,828	324
Putnam	2,556	2,336	1,778	558	220	143	77
St. Johns	1,859	1,694	1,448	246	165	27	138
St. Lucie	2,205	2,160	1,836	324	45	29	16
Santa Rosa	2,062	575	575		1,487	1,405	82
Seminole	1,823	1,610	1,150	460	213	44	169
Sumter	1,367	685	685		782	510	272
Suwannee	2,617	850	850		1,767	1,767	
Taylor	1,529	1,107	1,097	10	422	386	36
Volusia	5,185	4,789	3,788	1,001	396	98	298
Wakulla	851	506	506		345	160	185
Walton	1,364	221	207	14	1,143	1,078	65
Washington	1,657	1,459	1,459		198	198	

TABLE XXVIII.—School Equipment Continued.
PART II.—Blackboards and Libraries in the Schools.

1918-1919. Counties.	Square Yards of Good Blackboard.			Volumes in Libraries.		
	Total.	For Whites.	For Negroes.	Total.	For Whites.	For Negroes.
In State	81,754	71,297	10,457	130,303	126,881	3,422
Alachua	2,187	1,749	438	7,601	7,601	
Baker	358	333	25	1,100	1,100	
Bay	1,529	1,509	20	567	567	
Bradford	1,297	1,178	119	3,017	3,007	10
Brevard	405	337	68	1,465	1,415	50
Broward	859	797	62	1,374	1,347	27
Calhoun	431	431		985	985	
Citrus	894	797	97	645	645	
Clay	608	425	183	529	487	42
Columbia	1,003	829	174	54	54	
Dade	2,372	2,097	275	5,420	5,377	43
DeSoto	2,801	2,622	179	8,056	7,956	100
Duval	10,942	9,683	1,259	2,670	2,392	278
Escambia	3,801	3,264	537	2,153	2,118	35
Flagler	139	139		184	184	
Franklin	415	310	105	1,080	1,080	
Gadsden	920	900	20	2,425	2,425	
Hamilton	572	572		575	575	
Hernando	224	182	42			
Hillsborough	7,964	7,480	484	8,616	8,564	52
Holmes	1,975	1,947	28	1,169	1,169	
Jackson	1,443	1,232	211	614	614	
Jefferson	838	669	169	464	464	
Lafayette	554	535	19	3,198	3,198	
Lake	1,029	913	116	5,748	5,533	215
Lee	1,165	1,131	34	6,490	6,340	150
Leon	1,065	574	491	884	884	
Levy	796	673	123	1,670	1,670	
Liberty	187	187		1,500	1,500	
Madison	1,690	1,210	480	1,420	1,420	
Manatee	1,601	1,493	108	6,456	6,431	25
Marion	2,198	1,629	569	2,711	2,708	3
Monroe	860	660	200	3,500	3,200	300
Nassau	692	517	175	82	82	
Okaloosa	667	641	26	1,963	1,963	
Okeechobee	595	595		429	429	
Orange	2,018	1,827	191	4,615	4,073	542
Osceola	612	570	42	1,580	1,580	
Palm Beach	1,368	1,085	283	3,278	3,270	8
Pasco	870	836	34	2,021	2,021	
Pinellas	3,198	2,853	345	8,114	7,249	865
Polk	4,093	3,730	363	2,025	1,950	75
Putnam	1,435	1,068	367	987	987	
St. Johns	1,314	1,026	288	545	449	96
St. Lucie	1,308	1,015	293	1,833	1,797	36
Santa Rosa	842	788	54	2,350	2,350	
Seminole	1,069	887	182	1,140	850	290
Sumter	605	519	86	777	777	
Suwannee	1,253	1,081	172	2,914	2,904	10
Taylor	597	590	7	2,484	2,484	
Volusia	2,825	2,115	710	6,571	6,401	170
Wakulla	243	183	60	405	405	
Walton	515	413	102	400	400	
Washington	513	471	42	1,450	1,450	

TABLE XXIX.—Value of Equipment in the Schools.
PART I.—Furniture, Apparatus, and Libraries.

1918-1919. Counties.	Grand Total.	Furniture.		Apparatus.		Libraries.	
		For Whites.	For Negroes.	For Whites.	For Negroes.	For Whites.	For Negroes.
•In State	$1,258,616	$815,604	$ 73,275	$219,942	$ 11,407	$135,343	$ 3,045
Alachua	64,851	42,196	11,100	4,570	175	6,810	
Baker	6,545	4,115	375	1,080	70	905	
Bay	10,086	7,796	100	1,570		620	
Bradford	28,025	16,165	1,200	6,245	185	4,215	15
Brevard	23,990	12,565	675	3,950	325	6,425	50
Broward	11,735	7,705	850	2,035	30	1,095	20
Calhoun	7,160	5,675		735		750	
Citrus	6,980	5,095	150	960	20	755	
Clay	10,542	5,780	1,020	3,004	50	588	100
Columbia	15,835	11,730	1,500	1,280	150	1,150	25
Dade	84,050	54,980	1,700	23,165	500	3,705	
DeSoto	46,882	32,121	500	6,845		7,381	35
Duval	52,285	34,839	8,425	5,668	176	3,127	50
Escambia	48,741	28,268	5,190	11,928	150	3,065	140
Flagler	2,350	1,955		210		185	
Franklin	4,750	3,253	447	550		500	
Gadsden	14,985	7,395	500	4,690	50	2,350	
Hamilton	10,580	7,840		1,140		1,600	
Hernando	3,864	1,790	635	630	200	609	
Hillsborough	100,989	75,140	4,995	13,437	460	6,897	60
Holmes	14,365	9,700	75	3,035		1,555	
Jackson	25,032	21,810	990	1,265	162	805	
Jefferson	4,145	3,500	200	150		295	
Lafayette	23,370	10,550	230	8,245		4,345	
Lake	20,305	10,475	515	4,150	775	4,065	325
Lee	36,150	18,860	550	10,900	100	5,590	150
Leon	16,775	12,731	921	1,452	78	1,593	
Levy	13,780	8,640	550	2,470	170	1,950	
Liberty	5,021	1,615	20	1,823	3	1,560	
Madison	14,345	9,360	845	1,965	220	1,955	
Manatee	38,972	23,838	914	6,600	61	7,549	10
Marion	23,575	11,660	4,651	3,558	672	2,732	302
Monroe	5,240	1,890	900	550	100	1,600	200
Nassau	1,545	992	175	298	25	55	
Okaloosa	12,647	5,330	7	4,102	6	3,202	
Okeechobee	7,315	4,900		1,290		1,125	
Orange	28,294	17,420	1,510	3,325	80	5,604	355
Osceola	12,296	8,061	395	2,140	80	1,620	
Palm Beach	44,679	25,889	2,315	11,539	1,755	3,161	20
Pasco	12,043	8,100	275	1,790	8	1,870	
Pinellas	67,186	41,950	2,100	13,450	1,550	7,396	740
Polk	61,180	43,550	2,835	11,740	150	2,875	30
Putnam	13,910	7,065	1,915	3,395	235	1,300	
St. Johns	11,120	5,810	1,380	3,025	201	651	53
St. Lucie	20,876	16,195	1,100	1,586	30	1,915	50
Santa Rosa	14,645	10,305	330	1,950	115	1,945	
Seminole	18,295	13,800	2,170	910	220	995	200
Sumter	12,235	9,845	645	1,080	25	640	
Suwannee	23,165	17,650	525	2,550	125	2,310	5
Taylor	12,643	7,125	203	2,650	800	1,865	
Volusia	56,587	38,660	3,925	7,755	995	5,152	100
Wakulla	3,105	2,090	285	265	80	385	
Walton	16,486	12,810	187	2,412	16	1,051	10
Washington	12,064	7,025	275	2,835	29	1,900	

•Cents omitted in this Table.

TABLE XXIX.—Value of All Public School Property.
PART II.—Includes Equipment, Lots and Buildings.

1918-1919. Counties.	Total.	Total Lots and Buildings.	Lots.		Buildings.	
			For Whites.	For Negroes.	For Whites.	For Negro
*In State	$11,483,628	$10,225,012	$1,730,201	$127,310	$7,795,622	$571,879
Alachua	417,666	352,815	68,140	3,025	277,700	3,950
Baker	24,165	17,620	1,195	375	14,750	1,300
Bay	85,587	75,501	9,840	75	64,886	700
Bradford	150,600	122,575	10,700	825	105,400	5,650
Brevard	214,140	190,150	21,150	650	160,350	8,000
Broward	132,735	121,000	10,800	900	107,300	2,000
Calhoun	42,945	35,785	3,010		32,775	
Citrus	60,330	53,350	5,300	625	45,300	2,125
Clay	58,887	48,345	8,150	400	36,345	3,450
Columbia	102,105	86,270	7,475	620	69,400	8,775
Dade	1,040,628	956,578	460,000	7,950	481,778	6,850
DeSoto	408,202	361,320	43,770	450	315,750	1,350
Duval	1,586,918	1,534,633	158,727	16,355	1,198,122	161,429
Escambia	274,766	226,025	42,475	6,580	165,150	11,820
Flagler	13,675	11,325	1,825		9,500	
Franklin	43,170	38,420	2,800	1,300	31,820	2,500
Gadsden	104,285	89,300	14,250	800	71,250	3,000
Hamilton	53,300	42,720	6,440	10	35,670	600
Hernando	14,154	10,290	965	525	6,900	1,900
Hillsborough	1,143,814	1,042,825	147,800	15,100	833,550	46,375
Holmes	70,140	55,775	7,300	175	47,600	700
Jackson	134,857	109,825	13,560	1,000	86,265	9,000
Jefferson	50,315	46,170	10,675	245	33,650	1,600
Lafayette	76,465	53,095	2,015	130	49,050	1,900
Lake	175,880	155,575	24,350	1,175	121,550	8,500
Lee	250,250	214,100	48,800	1,050	159,750	4,500
Leon	122,070	105,295	11,050	1,615	79,255	13,375
Levy	78,055	64,275	4,950	400	56,875	2,050
Liberty	17,941	12,920	1,120	100	11,100	600
Madison	87,650	73,305	7,320	1,290	60,295	4,400
Manatee	322,501	283,529	39,462	520	237,547	6,000
Marion	232,220	208,645	17,885	6,215	156,620	27,925
Monroe	134,340	129,100	32,900	8,000	82,200	6,000
Nassau	33,762	32,217	1,392	175	27,860	2,790
Okaloosa	64,857	52,210	3,285		48,925	
Okeechobee	66,015	58,700	2,000		56,700	
Orange	318,564	290,270	44,150	1,600	234,520	10,000
Osceola	130,841	118,545	13,295	6,600	65,650	33,000
Palm Beach	336,248	291,569	55,440	4,745	204,634	26,750
Pasco	93,298	81,255	5,920	200	73,985	1,150
Pinellas	435,236	368,050	90,350	7,200	245,000	25,500
Polk	478,730	417,550	41,600	2,700	362,400	10,850
Putnam	83,355	69,445	21,195	9,375	30,625	8,250
St. Johns	152,770	141,650	32,250	2,875	99,150	7,375
St. Lucie	233,466	212,590	26,175	1,050	180,040	5,325
Santa Rosa	87,550	72,905	10,820	260	61,075	750
Seminole	136,795	118,500	16,900	3,875	81,250	16,475
Sumter	79,270	67,035	6,725	460	57,725	2,125
Suwannee	139,655	116,490	6,900	565	100,500	8,525
Taylor	66,413	53,770	3,395	150	49,025	1,200
Volusia	573,197	516,610	85,025	5,835	378,800	46,950
Wakulla	18,175	15,070	865	200	11,155	2,850
Walton	149,521	133,035	12,810	735	118,100	1,490
Washington	81,154	69,090	3,510	230	63,150	2,200

*Cents omitted in this table.

CHAPTER IV.

STATISTICAL REPORTS OF COUNTY SUPERINTENDENTS FOR THE SCHOOL YEAR 1919-1920.

TABULATED.

In this Chapter is contained the statistical data for the school year July 1, 1919 to June 30, 1920, as compiled and tabulated from the reports of the County Superintendents for that year.

The facts presented have cost much and great labor, and though some items may be in part erroneous, as a whole they are as reliable as like statistics presented from any State School System. The total population according to the United States census is given, which is manifestly incorrect; the school population as estimated from this is doubtless short of the total number by several thousand.

It will be noted that the school enrollment and average attendance increased very largely in one year, which is due, doubtless, to the operation of the State-wide Compulsory School Attendance Law.

Any one desiring school statistics of any county or of the State as a whole may obtain them from this Chapter in the same manner as was directed in the introduction to Chapter III.

TABLE I.—Total Population and School Population, Estimated from U. S. Census of 1920.

1919-1920. Counties.	Total Population.			School Population (6 to 21)		
	Total.	White.	Negro.	Total.	White.	Negro.
In State	966,210	605,356	360,854	284,223	186,143	98,080
Alachua	30,115	13,721	16,394	11,386	5,790	5,596
Baker	5,622	4,355	1,267	2,026	1,688	338
Bay	11,407	7,915	3,492	4,023	2,903	1,120
Bradford	12,503	9,191	3,312	5,107	3,790	1,317
Brevard	8,505	6,091	2,414	2,359	1,712	647
Broward	5,135	3,290	1,845	1,538	1,083	455
Calhoun	8,775	6,054	2,721	3,195	2,382	813
Citrus	5,220	2,922	2,298	1,867	1,067	800
Clay	5,621	3,511	2,110	1,706	1,190	516
Columbia	14,290	6,673	7,617	6,002	2,766	3,236
Dade	42,731	28,509	14,222	9,430	6,810	2,620
DeSoto	25,434	21,550	3,884	7,844	6,960	884
Duval	113,540	57,617	55,923	25,966	15,091	10,875
Escambia	49,386	30,986	18,400	13,841	9,316	4,525
Flagler	2,442	1,795	647	718	528	190
Franklin	5,318	2,809	2,509	1,599	848	751
Gadsden	22,961	7,198	15,763	8,482	2,632	5,850
Hamilton	9,873	5,511	4,362	4,184	2,475	1,709
Hernando	4,548	2,462	2,086	1,544	1,159	385
Hillsborough	87,901	69,235	18,666	19,784	16,349	3,435
Holmes	12,850	11,268	1,582	5,080	4,563	517
Jackson	31,224	16,642	14,582	11,435	6,840	4,595
Jefferson	14,502	10,837	3,665	3,780	2,148	1,632
Lafayette	6,242	5,028	1,214	2,784	2,444	340
Lake	12,744	8,124	4,620	3,935	2,800	1,135
Lee	9,540	7,861	1,679	3,060	2,681	379
Leon	18,059	4,644	13,415	6,437	2,069	4,368
Levy	9,921	5,282	4,639	3,885	2,335	1,550
Liberty	5,006	2,647	2,359	1,930	1,205	725
Madison	16,516	7,437	9,079	6,790	2,980	3,810
Manatee	18,712	13,281	5,431	4,854	3,484	1,370
Marion	23,968	10,186	13,782	8,330	3,690	4,640
Monroe	19,840	14,805	5,035	3,593	2,608	985
Nassau	11,340	6,085	5,255	2,990	1,810	1,180
Okaloosa	9,360	5,305	4,055	3,212	2,330	882
Okeechobee	2,132	1,834	298	760	700	60
Orange	19,890	13,065	6,825	5,268	3,306	1,962
Osceola	7,195	5,987	1,208	2,475	1,965	510
Palm Beach	18,654	12,839	5,815	3,875	2,925	950
Pasco	8,902	6,637	2,265	2,842	2,205	637
Pinellas	28,265	22,295	5,970	6,573	5,295	1,278
Polk	38,661	27,088	11,573	11,869	8,549	3,320
Putnam	14,597	7,372	7,225	4,314	2,276	2,038
St. Johns	13,061	8,700	4,361	2,689	1,749	940
St. Lucie	7,886	5,777	2,109	2,099	1,590	509
Santa Rosa	13,670	9,535	4,135	5,003	3,921	1,082
Seminole	10,986	5,908	5,078	3,053	1,479	1,574
Sumter	7,851	5,162	2,689	2,824	2,003	821
Suwannee	19,789	11,645	8,144	6,448	4,028	2,420
Taylor	11,219	6,431	4,788	3,038	2,293	745
Volusia	23,225	13,953	9,272	6,225	3,940	2,285
Wakulla	5,129	2,832	2,297	1,949	1,031	918
Walton	12,119	8,895	3,224	4,317	3,455	862
Washington	11,828	8,574	3,254	3,906	2,907	999

TABLE II.—(a) School Population (6 to 21), Divided as to Races and Sexes; (b) Percentage Attended School.

1919-1920. Counties.	Total (6 to 21).	Whites.		Negroes.		Percentage Attended School. Whites.		Negroes	
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
In State	284,223	93,317	92,826	47,089	50,991	84	84	68	69
Alachua	11,386	2,978	2,812	2,544	3,052	90	91	85	77
Baker	2,026	839	849	148	190	92	91	79	65
Bay	4,023	1,438	1,465	505	615	81	77	46	49
Bradford	5,107	1,920	1,870	632	685	92	86	84	82
Brevard	2,359	795	917	335	312	84	77	82	85
Broward	1,538	510	573	219	236	90	85	72	68
Calhoun	3,195	1,212	1,170	401	412	92	88	34	39
Citrus	1,867	538	529	375	425	84	86	82	82
Clay	1,706	570	620	255	261	87	81	70	65
Columbia	6,002	1,320	1,446	1,507	1,729	92	87	82	83
Dade	9,430	3,412	3,398	1,299	1,321	93	93	37	42
DeSoto	7,844	3,490	3,470	478	406	83	81	53	66
Duval	25,966	7,767	7,324	5,061	5,814	86	92	62	63
Escambia	13,841	4,476	4,840	2,149	2,376	75	75	49	57
Flagler	718	249	279	92	98	70	63	51	50
Franklin	1,599	414	434	342	409	67	71	57	53
Gadsden	8,482	1,306	1,326	2,915	2,935	88	89	76	72
Hamilton	4,184	1,221	1,254	809	900	76	76	52	54
Hernando	1,544	575	584	190	195	72	70	69	70
Hillsborough	19,784	8,420	7,929	1,698	1,737	81	84	72	79
Holmes	5,080	2,342	2,221	246	271	81	83	61	46
Jackson	11,435	3,385	3,455	2,117	2,478	89	85	57	57
Jefferson	3,780	1,155	993	790	842	48	52	66	63
Lafayette	2,784	1,145	1,299	175	165	82	70	59	56
Lake	3,935	1,476	1,324	580	555	81	85	72	82
Lee	3,060	1,299	1,382	186	193	86	82	77	80
Leon	6,437	1,074	995	2,096	2,272	81	81	83	86
Levy	3,885	1,226	1,109	801	749	85	83	61	65
Liberty	1,930	582	623	379	346	86	86	57	59
Madison	6,790	1,494	1,486	1,786	2,024	90	91	69	72
Manatee	4,854	1,729	1,755	655	715	91	82	78	83
Marion	8,330	1,809	1,881	2,229	2,411	83	83	86	88
Monroe	3,593	1,299	1,309	506	479	70	70	74	73
Nassau	2,990	879	931	559	621	58	57	44	49
Okaloosa	3,212	1,095	1,235	393	489	90	86	40	40
Okeechobee	760	360	340	40	20	88	85	67	60
Orange	5,268	1,675	1,631	928	1,034	90	92	70	69
Osceola	2,475	962	1,003	298	212	68	71	51	65
Palm Beach	3,875	1,479	1,446	469	481	85	85	70	85
Pasco	2,842	1,098	1,107	312	325	85	82	70	76
Pinellas	6,573	2,797	2,498	627	651	81	89	71	71
Polk	11,869	4,297	4,252	1,593	1,727	91	93	62	59
Putnam	4,314	1,180	1,096	989	1,049	81	81	67	71
St. Johns	2,689	889	860	435	505	81	79	76	80
St. Lucie	2,099	761	829	240	269	93	91	79	81
Santa Rosa	5,003	1,945	1,976	525	557	84	84	52	51
Seminole	3,053	735	744	750	824	89	89	78	83
Sumter	2,824	904	1,099	409	412	88	85	64	61
Suwannee	6,448	1,996	2,032	1,151	1,269	92	91	90	87
Taylor	3,038	1,112	1,181	360	385	83	80	70	73
Volusia	6,225	1,954	1,986	1,128	1,157	86	88	67	67
Wakulla	1,949	508	523	456	462	80	83	75	73
Walton	4,317	1,760	1,695	378	484	90	87	63	63
Washington	3,906	1,466	1,441	549	450	85	85	60	76

TABLE III.—(a) Number of Schools Taught; (b) Aggregate Days Schooling Given; (c) Average Length of Term in Days.

1919-1920. Counties.	No. of Schools			Aggregate Days Schooling Given.			Average Length of Term in Days.		
	Total.	White.	Negro.	Both Races.	White.	Negro.	Both Races.	White.	Negro.
In State	2,609	1,876	733	22,056,531	16,516,095	5,540,436	133	142	111
Alachua	99	61	38	1,044,042	698,617	345,425	119	150	84
Baker	33	27	6	122,672	111,489	11,183	98	103	66
Bay	36	27	9	256,641	223,516	33,125	133	143	89
Bradford	63	49	14	358,779	285,290	73,489	110	116	93
Brevard	34	24	10	224,504	159,586	64,918	155	156	153
Broward	12	7	5	141,587	112,767	28,820	162	170	139
Calhoun	34	27	7	186,231	165,479	20,752	115	118	92
Citrus	28	17	11	137,133	87,418	49,715	120	141	95
Clay	36	30	6	110,470	84,253	26,217	110	114	99
Columbia	81	50	31	383,839	216,518	167,321	102	115	89
Dade	26	17	9	853,720	737,593	116,127	161	162	155
DeSoto	68	62	6	670,838	628,497	42,341	139	143	100
Duval	85	52	33	2,282,303	1,495,801	786,502	155	156	133
Escambia	73	53	20	1,131,676	830,686	300,990	153	157	144
Flagler	18	16	2	47,923	39,465	8,458	149	145	160
Franklin	10	7	3	87,262	53,257	34,005	120	123	115
Gadsden	68	29	39	468,430	269,800	198,630	91	151	61
Hamilton	57	43	14	223,883	163,810	60,073	94	102	77
Hernando	21	16	5	107,047	86,123	20,924	133	145	100
Hillsborough	95	73	22	2,093,436	1,796,218	297,218	162	165	148
Holmes	63	57	6	204,391	192,474	11,917	69	70	54
Jackson	100	72	28	561,785	420,129	141,656	96	109	72
Jefferson	29	20	9	170,272	97,462	72,810	112	137	91
Lafayette	50	45	5	162,923	152,448	10,475	114	117	88
Lake	46	32	14	309,366	247,867	61,499	133	143	92
Lee	33	31	2	308,550	266,797	41,753	165	166	155
Leon	76	32	44	433,043	198,498	234,545	112	152	91
Levy	56	42	14	259,514	186,281	73,233	119	131	95
Liberty	27	18	9	114,089	83,965	30,124	96	98	89
Madison	82	51	31	386,129	257,088	129,041	104	134	72
Manatee	55	45	10	453,106	362,129	90,977	143	154	109
Marion	109	57	52	624,618	311,189	313,429	121	141	106
Monroe	8	7	1	307,086	232,452	74,634	178	177	180
Nassau	27	20	7	140,775	90,198	50,577	124	128	118
Okaloosa	47	39	8	167,537	145,953	21,584	98	102	76
Okeechobee	11	10	1	70,450	69,256	1,194	143	146	60
Orange	40	28	12	501,556	347,669	153,887	154	160	143
Osceola	19	15	4	198,402	169,318	29,084	169	174	145
Palm Beach	32	24	8	310,306	232,297	78,009	140	146	124
Pasco	39	30	9	215,969	190,771	25,198	128	144	65
Pinellas	35	31	4	626,668	545,677	80,991	161	164	146
Polk	92	71	21	1,170,207	951,429	218,778	157	164	131
Putnam	51	31	20	323,110	200,705	122,405	134	152	113
St. Johns	28	21	7	248,344	169,601	78,743	150	155	141
St. Lucie	24	18	6	214,582	177,470	37,112	154	159	123
Santa Rosa	66	56	10	296,730	261,779	34,951	110	110	87
Seminole	21	9	12	289,152	167,133	122,019	141	159	121
Sumter	27	23	4	210,456	183,975	26,481	137	145	99
Suwannee	96	67	29	425,600	254,831	170,769	94	93	102
Taylor	45	40	5	182,518	156,556	25,962	119	130	79
Volusia	52	32	20	573,131	401,611	171,520	153	159	141
Wakulla	39	25	14	108,947	70,465	38,482	98	118	75
Walton	60	52	8	289,732	256,383	33,349	115	122	81
Washington	47	38	9	265,071	218,056	47,015	109	113	95

TABLE IV.—(a) Enrollment by Races and Sexes; (b) Percentage of School Population (6 to 21) Enrolled.

1919-1920. Counties.	Enrollment.							Percentage Enrolled.		
	Both Races.	White.	Negro.	White Males.	White Females	Negro Males.	Negro Females	Both.	White.	Negro.
In State	225,160	157,666	67,494	79,011	78,655	32,020	35,474	79	84	68
Alachua	9,824	5,283	4,541	2,702	2,581	2,173	2,368	86	91	81
Baker	1,792	1,550	242	774	776	117	125	88	91	71
Bay	2,844	2,310	534	1,178	1,132	233	301	70	79	47
Bradford	4,495	3,391	1,104	1,779	1,612	536	568	88	89	83
Brevard	1,925	1,380	545	674	706	277	268	81	80	84
Broward	1,272	951	321	460	491	159	162	82	87	70
Calhoun	2,451	2,151	300	1,117	1,034	139	161	76	90	36
Citrus	1,574	912	662	452	460	310	352	84	85	82
Clay	1,357	1,006	351	499	507	179	172	79	84	68
Columbia	5,165	2,484	2,681	1,220	1,264	1,244	1,437	86	89	82
Dade	7,421	6,372	1,049	3,205	3,167	482	567	78	92	40
DeSoto	6,258	5,734	524	2,908	2,826	253	271	79	82	59
Duval	30,313	13,474	6,839	6,692	6,782	3,177	3,662	78	89	62
Escambia	9,464	7,037	2,427	3,378	3,659	1,061	1,366	68	75	53
Flagler	447	352	95	174	178	47	48	60	66	50
Franklin	1,007	592	415	280	312	198	217	62	67	55
Gadsden	6,533	2,342	4,191	1,151	1,191	2,059	2,132	77	88	71
Hamilton	2,799	1,885	914	930	955	427	487	66	76	53
Hernando	1,093	825	268	414	411	131	137	70	71	69
Hillsborough	16,188	13,603	2,585	6,879	6,724	1,213	1,372	81	83	75
Holmes	4,025	3,747	278	1,900	1,847	152	126	79	82	53
Jackson	8,622	5,999	2,623	3,041	2,958	1,207	1,416	75	87	57
Jefferson	2,145	1,089	1,056	554	535	521	535	56	50	64
Lafayette	2,059	1,863	196	946	917	104	92	73	76	57
Lake	3,218	2,340	878	1,209	1,131	419	459	81	83	77
Lee	2,546	2,243	303	1,117	1,126	145	158	83	83	79
Leon	5,409	1,680	3,729	872	808	1,755	1,974	84	81	85
Levy	2,960	1,977	983	1,047	930	495	488	76	84	63
Liberty	1,462	1,038	424	503	535	218	206	75	86	58
Madison	5,424	2,714	2,710	1,354	1,360	1,238	1,472	80	91	71
Manatee	4,149	3,042	1,107	1,585	1,457	511	596	85	87	80
Marion	7,122	3,058	4,064	1,510	1,548	1,934	2,130	85	83	87
Monroe	2,560	1,834	726	913	921	374	352	71	70	73
Nassau	1,615	1,047	568	513	534	259	309	54	57	48
Okaloosa	2,418	2,059	359	989	1,070	159	200	75	88	40
Okeechobee	649	610	39	320	290	27	12	85	87	65
Orange	4,360	2,992	1,368	1,487	1,505	651	717	82	90	69
Osceola	1,666	1,375	291	660	715	152	139	67	70	57
Palm Beach	3,242	2,498	744	1,269	1,229	332	412	83	85	78
Pasco	2,314	1,848	466	939	909	218	248	81	83	73
Pinellas	5,429	4,515	914	2,273	2,242	447	467	82	85	71
Polk	9,945	7,918	2,027	3,934	3,984	1,001	1,026	83	92	61
Putnam	3,272	1,864	1,408	966	898	663	745	75	81	69
St. Johns	2,150	1,408	742	725	683	334	408	80	80	79
St. Lucie	1,872	1,465	407	709	756	189	218	89	92	80
Santa Rosa	3,864	3,303	561	1,627	1,676	274	287	77	84	51
Seminole	2,592	1,320	1,272	655	665	587	685	84	89	80
Sumter	2,258	1,744	514	804	940	262	252	79	87	62
Suwannee	5,864	3,698	2,166	1,848	1,850	1,050	1,116	90	91	89
Taylor	2,416	1,880	536	929	951	254	282	79	82	72
Volusia	5,009	3,459	1,550	1,696	1,763	765	785	80	87	67
Wakulla	1,524	843	681	400	434	343	338	78	81	74
Walton	3,621	3,075	546	1,590	1,485	238	308	83	89	53
Washington	3,157	2,487	670	1,252	1,235	327	343	80	85	67

TABLE V.—(a) Average Daily Attendance of Pupils by Races and Sexes; (b) Percentage of Enrollment in Daily Attendance.

1919-1920. Counties.	Average Daily Attendance.							Percentages.		
	Both Races.	Whites.	Negroes	White Males.	White Females	Negro Males.	Negro Females	Both.	White.	Negro.
In State	165,720	115,919	49,801	57,745	58,174	23,571	26,230	73	73	73
Alachua	8,757	4,658	4,099	2,356	2,302	1,959	2,140	89	88	90
Baker	1,246	1,076	170	529	547	83	87	70	70	70
Bay	1,933	1,563	370	779	784	165	205	68	68	69
Bradford	3,250	2,455	795	1,288	1,167	375	420	72	72	72
Brevard	1,446	1,023	423	502	521	220	203	75	74	77
Broward	869	663	206	328	335	104	102	68	69	64
Calhoun	1,616	1,392	224	706	686	107	117	61	60	70
Citrus	1,137	619	518	293	326	234	284	72	67	78
Clay	996	732	264	365	367	133	131	73	72	75
Columbia	3,753	1,874	1,879	893	981	867	1,012	72	75	70
Dade	5,292	4,542	750	2,278	2,264	341	409	71	71	61
DeSoto	4,800	4,379	421	2,205	2,174	195	226	77	76	80
Duval	14,471	9,710	4,761	4,883	4,827	2,256	2,505	71	72	68
Escambia	7,370	5,290	2,080	2,548	2,742	919	1,161	77	75	85
Flagler	321	270	51	134	136	26	25	71	76	53
Franklin	726	432	294	197	235	143	151	72	73	70
Gadsden	5,019	1,784	3,235	867	917	1,540	1,695	71	76	71
Hamilton	2,392	1,601	791	794	807	370	421	85	85	86
Hernando	800	591	209	286	305	99	110	73	71	78
Hillsborough	12,880	10,892	1,988	5,451	5,441	928	1,060	78	80	76
Holmes	2,959	2,735	224	1,395	1,340	126	98	74	73	80
Jackson	5,843	3,874	1,969	1,913	1,961	924	1,045	67	64	75
Jefferson	1,509	710	799	343	367	395	404	70	65	75
Lafayette	1,419	1,301	118	658	643	61	57	68	69	56
Lake	2,317	1,655	662	873	782	313	349	71	71	71
Lee	1,864	1,595	269	776	819	129	140	73	71	88
Leon	3,876	1,305	2,571	663	642	1,193	1,378	71	77	68
Levy	2,177	1,412	765	733	679	392	373	73	71	77
Liberty	1,185	849	336	415	434	173	163	84	86	79
Madison	3,681	1,909	1,772	957	952	803	969	67	70	65
Manatee	3,169	2,341	828	1,208	1,133	383	445	76	76	75
Marion	5,152	2,204	2,948	1,064	1,140	1,418	1,530	70	72	61
Monroe	1,722	1,307	415	647	660	210	205	67	71	57
Nassau	1,134	705	429	343	362	198	231	70	67	75
Okaloosa	1,702	1,420	282	673	747	121	161	70	68	78
Okeechobee	493	473	20	243	230	15	5	75	77	51
Orange	3,242	2,169	1,073	1,089	1,080	519	554	74	73	78
Osceola	1,176	976	200	450	526	96	104	70	71	69
Palm Beach	2,473	1,841	632	908	933	286	346	76	73	85
Pasco	1,680	1,316	364	670	646	173	191	72	71	78
Pinellas	3,874	3,321	553	1,667	1,654	261	292	70	70	60
Polk	6,581	5,790	791	2,868	2,922	355	436	66	73	39
Putnam	2,394	1,313	1,081	681	632	521	560	73	70	76
St. Johns	1,653	1,093	560	559	534	247	313	76	77	75
St. Lucie	1,414	1,113	301	525	588	141	160	75	78	74
Santa Rosa	2,681	2,282	399	1,108	1,174	204	195	69	68	70
Seminole	2,054	1,049	1,005	506	543	456	549	79	79	79
Sumter	1,528	1,263	265	630	633	133	132	66	70	50
Suwannee	4,392	2,716	1,676	1,330	1,386	825	851	74	73	77
Taylor	1,521	1,193	328	585	608	165	163	62	63	61
Volusia	3,738	2,514	1,224	1,221	1,293	608	616	74	72	78
Wakulla	1,108	597	511	307	290	254	257	72	71	75
Walton	2,509	2,100	409	1,072	1,028	179	230	69	68	74
Washington	2,426	1,932	494	983	949	230	264	77	77	74

TABLE VI.—Educational Status of Pupils Enrolled.
PART I.—Chart Class, First and Second Grades.

1919-1920. Counties.	Chart.			First Grade.			Second Grade.		
	Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.
In State	31,957	13,406	18,551	36,421	22,900	13,521	28,870	18,987	9,883
Alachua	1,934	565	1,369	1,397	612	785	1,418	651	767
Baker	413	307	106	306	261	45	215	178	37
Bay	364	208	156	455	347	108	366	270	96
Bradford	919	560	359	664	500	164	621	394	227
Brevard	195	66	129	263	174	89	272	155	117
Broward	138	66	72	170	129	41	147	97	50
Calhoun	557	506	51	361	233	128	296	251	45
Citrus	291	72	219	249	116	133	197	88	109
Clay	210	93	117	244	150	94	166	127	39
Columbia	1,000	194	806	827	359	468	740	322	418
Dade	690	562	128	1,209	867	342	852	723	129
DeSoto	392	277	115	1,002	908	94	719	631	88
Duval	1,334	156	1,178	3,723	2,301	1,422	2,741	1,920	821
Escambia	685	352	333	2,022	1,370	652	1,282	925	357
Flagler	67	22	45	80	65	15	55	44	11
Franklin	169	79	90	126	65	61	129	82	47
Gadsden	1,702	180	1,522	1,227	278	949	787	269	518
Hamilton	567	224	343	481	297	184	396	234	162
Hernando	117	30	87	188	109	79	127	89	38
Hillsborough	1,350	678	672	2,744	2,251	493	2,021	1,756	265
Holmes	906	819	87	636	569	67	485	439	46
Jackson	1,819	1,044	775	1,321	786	535	1,151	722	429
Jefferson	398	113	285	441	164	277	272	112	160
Lafayette	383	303	80	235	214	21	284	248	36
Lake	398	146	252	415	265	150	391	261	130
Lee	306	205	101	441	398	43	307	275	32
Leon	1,615	154	1,461	917	214	703	658	177	481
Levy	543	290	253	432	277	155	391	215	176
Liberty	253	183	70	272	139	133	208	130	78
Madison	1,307	322	985	835	312	523	676	306	370
Manatee	643	261	382	556	346	210	470	296	174
Marion	1,282	153	1,129	1,147	442	705	935	323	612
Monroe				547	311	236	515	389	126
Nassau	286	126	160	230	152	78	228	146	82
Okaloosa	439	351	88	321	243	78	302	247	55
Okeechobee	96	74	22	91	88	3	81	76	5
Orange	479	104	375	575	398	177	498	339	159
Osceola	150	62	88	211	175	36	215	178	37
Palm Beach	211	47	164	414	329	85	381	257	124
Pasco	285	115	170	324	232	92	267	183	84
Pinellas				1,088	662	426	612	518	94
Polk	1,054	515	539	1,491	1,115	376	1,111	715	396
Putnam	572	162	410	412	210	202	461	241	220
St. Johns	236	61	175	297	209	88	251	140	111
St. Lucie	171	103	68	242	162	80	239	172	67
Santa Rosa	744	536	208	477	400	77	532	423	109
Seminole	396	4	392	421	227	194	325	157	168
Sumter	349	176	173	332	233	99	270	186	84
Suwannee	1,381	563	818	918	507	411	765	469	296
Taylor	548	320	228	367	256	111	338	250	88
Volusia	223	29	194	868	454	414	598	366	232
Wakulla	231	60	171	248	109	139	229	129	100
Walton	663	464	199	506	449	57	489	391	98
Washington	496	344	152	655	461	194	388	305	83

TABLE VI.—Educational Status of Pupils Enrolled.
PART II.—Third, Fourth and Fifth Grades.

1919-1920. Counties.	Third Grade.			Fourth Grade.			Fifth Grade.		
	Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.
In State	28,489	19,163	9,326	26,627	19,634	6,993	21,810	17,176	4,634
Alachua	1,291	599	692	1,051	667	384	787	541	246
Baker	275	252	23	219	206	13	149	135	14
Bay	363	286	77	304	259	45	352	307	45
Bradford	567	424	143	527	422	105	384	320	64
Brevard	235	166	69	189	131	58	207	166	41
Broward	149	96	53	153	92	61	128	104	24
Calhoun	261	234	27	271	238	33	255	240	15
Citrus	175	92	83	168	108	60	139	113	26
Clay	173	139	34	149	117	32	135	122	13
Columbia	715	316	399	609	317	292	464	289	175
Dade	813	659	154	780	626	154	797	715	82
DeSoto	739	678	61	729	655	74	715	664	51
Duval	2,771	1,804	967	2,735	1,823	912	2,335	1,737	598
Escambia	1,206	888	318	1,170	930	240	961	746	215
Flagler	49	41	8	45	41	4	36	31	5
Franklin	147	86	61	121	73	48	91	45	46
Gadsden	815	310	505	699	323	376	444	248	196
Hamilton	345	208	137	312	256	56	241	216	25
Hernando	148	127	21	124	107	17	95	92	3
Hillsborough	1,999	1,592	407	2,001	1,784	217	1,733	1,477	256
Holmes	575	534	41	522	497	25	417	405	12
Jackson	1,212	811	401	933	657	276	782	638	144
Jefferson	246	122	124	223	112	111	161	113	48
Lafayette	282	254	28	246	234	12	233	220	13
Lake	360	240	120	348	249	99	340	275	65
Lee	285	242	43	297	258	39	218	210	8
Leon	621	191	430	533	210	323	315	141	174
Levy	407	263	144	396	270	126	276	194	82
Liberty	173	111	62	184	146	38	139	107	32
Madison	736	388	348	597	359	238	406	232	174
Manatee	526	356	170	412	331	81	386	334	52
Marion	967	353	614	783	375	408	643	314	329
Monroe	324	262	62	371	242	129	297	218	79
Nassau	243	159	84	173	116	57	153	109	44
Okaloosa	371	288	83	349	314	35	223	209	14
Okeechobee	78	72	6	66	64	2	60	60	
Orange	468	297	171	578	375	203	443	298	145
Osceola	186	156	30	212	178	34	202	164	38
Palm Beach	354	259	95	383	299	84	381	298	83
Pasco	267	206	61	291	249	42	219	204	15
Pinellas	594	474	120	601	489	112	542	445	97
Polk	1,143	882	261	1,235	1,023	212	984	846	138
Putnam	433	198	235	357	238	119	317	213	104
St. Johns	275	155	120	280	177	103	219	161	58
St. Lucie	219	168	51	227	183	44	220	177	43
Santa Rosa	489	420	69	513	458	55	411	384	27
Seminole	318	158	160	261	152	109	231	130	101
Sumter	256	193	63	318	270	48	210	188	22
Suwannee	807	493	314	667	474	193	447	360	87
Taylor	294	238	56	239	213	26	215	200	15
Volusia	620	398	222	606	407	199	500	380	120
Wakulla	221	121	100	203	118	85	159	101	58
Walton	463	366	97	442	385	57	359	324	35
Washington	440	338	102	425	337	88	254	216	38

TABLE VI.—Educational Status of Pupils Enrolled.
PART III.—Sixth, Seventh and Eighth Grades.

1919-1920. Counties.	Sixth Grade.			Seventh Grade.			Eighth Grade.		
	Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.
In State	16,222	13,951	2,271	12,072	10,983	1,089	9,997	9,271	726
Alachua	598	450	148	450	368	82	413	374	39
Baker	96	95	1	53	52	1	52	50	2
Bay	218	212	6	192	191	1	127	127	
Bradford	307	283	24	260	246	14	143	140	3
Brevard	153	123	30	133	125	8	108	104	4
Broward	72	64	8	114	104	10	66	64	2
Calhoun	171	171		136	135	1	95	95	
Citrus	133	104	29	82	79	3	61	61	
Clay	97	84	13	78	71	7	74	72	2
Columbia	282	204	78	210	187	23	167	150	17
Dade	624	597	27	513	497	16	418	408	10
DeSoto	586	557	29	464	457	7	386	381	5
Duval	1,645	1,271	374	1,097	884	213	812	608	204
Escambia	725	582	143	515	437	78	351	316	35
Flagler	43	39	4	24	23	1	29	27	2
Franklin	62	39	23	49	29	20	48	34	14
Gadsden	299	221	78	230	192	38	126	120	6
Hamilton	179	172	7	101	101		87	87	
Hernando	87	75	12	71	63	8	61	58	3
Hillsborough	1,207	1,098	109	1,046	957	89	841	790	51
Holmes	245	245		118	118		79	79	
Jackson	510	455	55	371	363	8	317	317	
Jefferson	144	123	21	93	79	14	76	60	16
Lafayette	166	161	5	84	84		107	106	1
Lake	268	232	36	203	186	17	189	180	9
Lee	202	194	8	141	141		185	168	17
Leon	236	155	81	125	117	8	149	127	22
Levy	199	164	35	128	120	8	102	98	4
Liberty	102	96	6	78	73	5	43	43	
Madison	313	262	51	206	193	13	188	180	8
Manatee	321	300	21	224	214	10	271	264	7
Marion	474	316	158	319	245	74	256	239	17
Monroe	183	156	27	118	97	21	94	74	20
Nassau	105	85	20	83	64	19	53	40	13
Okaloosa	150	145	5	152	151	1	76	76	
Okeechobee	67	67		43	42	1	22	22	
Orange	381	320	61	298	261	37	229	204	25
Osceola	162	147	15	91	83	8	84	79	5
Palm Beach	278	232	46	291	264	27	222	204	18
Pasco	203	202	1	142	141	1	151	151	
Pinellas	483	439	44	373	365	8	346	333	13
Polk	733	697	36	645	615	30	637	614	23
Putnam	254	195	59	180	157	23	136	121	15
St. Johns	177	140	37	116	98	18	128	113	15
St. Lucie	157	124	33	132	114	18	99	96	3
Santa Rosa	274	262	12	187	184	3	129	128	1
Seminole	205	132	73	117	84	33	119	95	24
Sumter	197	182	15	149	140	9	89	88	1
Suwannee	316	290	26	255	243	12	215	206	9
Taylor	150	139	11	113	113		90	89	1
Volusia	459	363	96	330	292	38	334	299	35
Wakulla	91	68	23	77	76	1	46	42	4
Walton	227	226	1	159	158	1	171	170	1
Washington	206	196	10	113	110	3	100	100	

TABLE VI.—Educational Status of Pupils Enrolled.
PART IV.—Ninth, Tenth, Eleventh and Twelfth Grades.

1919-1920. Counties.	Ninth Grade.			Tenth Grade.			Eleventh Grade.			Twelfth Grade		
	Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.
In State	5,754	5,507	247	3,344	3,191	153	2,058	2,013	45	1,539	1,484	55
Alachua	233	217	16	129	116	13	63	63		60	60	
Baker	13	13		1	1							
Bay	55	55		30	30		12	12		6	6	
Bradford	45	44	1	24	24		27	27		7	7	
Brevard	58	58		56	56		37	37		19	19	
Broward	55	55		33	33		30	30		17	17	
Calhoun	38	38		10	10							
Citrus	41	41		18	18		14	14		6	6	
Clay	14	14		13	13		2	2		2	2	
Columbia	84	79	5	36	36		15	15		16	16	
Dade	337	335	2	195	193	2	115	112	3	78	78	
DeSoto	234	234		140	140		93	93		59	59	
Duval	550	486	64	245	218	27	176	158	18	149	108	41
Escambia	248	212	36	165	157	8	63	59	4	71	63	8
Flagler	15	15		4	4							
Franklin	22	19	3	21	19	2	13	13		9	9	
Gadsden	94	91	3	45	45		38	38		27	27	
Hamilton	25	25		36	36		25	25		4	4	
Hernando	33	33		23	23		12	12		7	7	
Hillsborough	509	497	12	334	327	7	224	220	4	179	176	3
Holmes	25	25		8	8		4	4		5	5	
Jackson	123	123		54	54		15	15		14	14	
Jefferson	38	38		28	28		5	5		20	20	
Lafayette	15	15		12	12		6	6		6	6	
Lake	143	143		76	76		54	54		33	33	
Lee	73	68	5	53	46	7	21	21		17	17	
Leon	94	72	22	60	46	14	66	56	10	20	20	
Levy	57	57		23	23		6	6				
Liberty	10	10										
Madison	74	74		59	59		16	16		11	11	
Manatee	155	155		74	74		71	71		40	40	
Marion	162	150	12	75	69	6	39	39		40	40	
Monroe	36	30	6	44	24	20	17	17		14	14	
Nassau	28	27	1	22	15	7	4	4		7	4	3
Okaloosa	28	28		5	5		2	2				
Okeechobee	31	31		8	8		4	4		2	2	
Orange	200	193	7	103	95	8	65	65		43	43	
Osceola	73	73		37	37		24	24		19	19	
Palm Beach	181	169	12	86	80	6	30	30		30	30	
Pasco	85	85		30	30		28	28		22	22	
Pinellas	266	266		228	228		196	196		100	100	
Polk	375	362	13	242	239	3	172	172		123	123	
Putnam	62	56	6	42	33	9	24	18	6	22	22	
St. Johns	81	70	11	46	40	6	24	24		20	20	
St. Lucie	76	76		41	41		27	27		22	22	
Santa Rosa	51	51		35	35		12	12		10	10	
Seminole	84	74	10	56	48	8	24	24		35	35	
Sumter	60	60		19	19		3	3		6	6	
Suwannee	42	42		22	22		13	13		16	16	
Taylor	32	32		16	16		13	13		1	1	
Volusia	186	186		120	120		77	77		88	88	
Wakulla	10	10		5	5		4	4				
Walton	56	56		40	40		23	23		23	23	
Washington	39	39		17	17		10	10		14	14	

TABLE VII.—(a) Number of Teachers' Positions Filled; (b) Number of Different Teachers Employed.

1919-1920. Counties.	Teachers' Positions Filled			Different Teachers Employed.						
	Both Races.	White.	Negro.	Both Races.	White.	Negro.	White Males.	White Females	Negro Males.	Negro Females
In State	6,651	5,218	1,433	6,821	5,554	1,267	861	4,693	215	1,052
Alachua	237	166	71	219	170	49	21	149	11	38
Baker	56	50	6	59	54	5	14	40	2	3
Bay	92	83	9	87	78	9	7	71	1	8
Bradford	129	105	24	117	98	19	27	71	6	13
Brevard	77	60	17	81	60	21	11	49	7	14
Broward	48	41	7	55	47	8	7	40	2	6
Calhoun	68	61	7	64	59	5	11	48	2	3
Citrus	58	42	16	71	54	17	3	51		17
Clay	51	41	10	45	38	7	5	33	1	6
Columbia	198	116	82	141	90	51	21	69	11	40
Dade	218	194	24	234	210	24	16	194	2	22
DeSoto	182	169	13	222	209	13	48	161	4	9
Duval	722	546	176	694	518	176	33	485	15	161
Escambia	225	171	54	336	278	58	19	259	5	53
Flagler	18	16	2	23	21	2	3	18	1	1
Franklin	32	22	10	33	24	9	5	19	1	8
Gadsden	127	81	46	126	96	30	12	84	8	22
Hamilton	73	57	16	66	53	13	11	42	1	12
Hernando	34	29	5	36	29	7	4	25	1	6
Hillsborough	437	381	56	451	394	57	41	353	4	53
Holmes	107	100	7	110	104	6	45	59	2	4
Jackson	208	166	42	192	166	26	28	138	11	15
Jefferson	86	73	13	66	53	13	8	45	7	6
Lafayette	85	79	6	69	63	6	15	48	1	5
Lake	109	85	24	115	97	18	20	77	2	16
Lee	83	77	6	83	77	6	12	65	1	5
Leon	118	64	54	113	67	46	9	58	5	41
Levy	78	54	24	79	67	12	14	53	4	8
Liberty	44	35	9	60	53	7	7	46	3	4
Madison	116	80	36	104	76	28	18	58	4	24
Manatee	145	116	29	152	126	26	17	109	3	23
Marion	219	115	104	217	143	74	19	124	14	60
Monroe	66	53	13	66	53	13	5	48	1	12
Nassau	49	35	14	46	32	14	4	28	3	11
Okaloosa	72	64	8	76	70	6	19	51	1	5
Okeechobee	26	25	1	25	24	1	5	19		1
Orange	143	112	31	156	125	31	12	113	4	27
Osceola	58	51	7	62	55	7	7	48	2	5
Palm Beach	110	87	23	163	137	26	21	116	5	21
Pasco	75	64	11	84	74	10	14	60	2	8
Pinellas	156	137	19	156	137	19	16	121	4	15
Polk	309	257	52	291	246	45	23	223	3	42
Putnam	106	69	37	109	72	37	13	59	3	34
St. Johns	76	56	20	83	63	20	8	55	5	15
St. Lucie	77	62	15	67	58	9	9	49	3	6
Santa Rosa	105	92	13	112	99	13	25	74		13
Seminole	74	44	30	74	44	30	4	40	3	27
Sumter	67	57	10	65	59	7	13	46	1	6
Suwannee	113	85	28	130	95	35	19	76	8	27
Taylor	76	68	8	81	74	7	26	48	4	3
Volusia	186	138	48	203	150	53	22	128	10	43
Wakulla	49	32	17	42	30	12	11	19	5	7
Walton	97	86	11	123	111	12	30	81	3	9
Washington	81	69	12	86	74	12	24	50	3	9

TABLE VIII.—PART I.—Grades of Certificates Held by Teachers Employed.

1919-1920. Counties.	Grand Total.	Temporary.			Third Grade.			Second Grade.			First Grade.		
		Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.
In State	*5,775	518	397	121	1,026	645	381	2,387	1,817	570	1,138	1,067	71
Alachua	198	21	15	6	35	17	18	94	71	23	26	24	2
Baker	56	3	3		14	12	2	29	26	3	10	10	
Bay	88	6	6		31	24	7	32	31	1	16	15	1
Bradford	109	21	17	4	38	29	9	42	34	8	10	7	3
Brevard	84	5	2	3	12	5	7	43	35	8	11	11	
Broward	52	1	1		5	3	2	9	3	6	21	21	
Calhoun	58	6	5	1	11	10	1	30	27	3	15	15	
Citrus	50	22	17	5	11	1	10	20	18	2	11	11	
Clay	42	6	5	1	11	11		23	15	8	5	5	
Columbia	122				5	2	3	65	37	28	49	36	13
Dade	205	4	4		21	14	7	60	44	16	50	49	1
DeSoto	166	51	46	5	19	17	2	50	47	3	56	53	3
Duval	375	21	12	9	44	12	32	176	109	67	63	53	10
Escambia	225	8	8		48	34	14	115	91	24	11	11	
Flagler	21	3	3		4	4		11	9	2	4	4	
Franklin	21				3		3	5	4	1	6	6	
Gadsden	106	22	10	12	25	14	11	43	37	6	14	14	
Hamilton	67				14	12	2	29	19	10	17	16	1
Hernando	30	3	1	2	9	6	3	3	2	1	15	14	1
Hillsborough	434	6	5	1	41	27	14	186	157	29	91	89	2
Holmes	83	27	27		23	20	3	39	37	2	13	13	
Jackson	171	21	17	4	36	24	12	74	69	5	40	37	3
Jefferson	48	13	10	3	8	8		11	7	4	13	12	1
Lafayette	83	3	3		15	15		40	36	4	17	15	2
Lake	124	4	2	2	33	22	11	43	29	14	21	21	
Lee	86	3	3		12	10	2	29	26	3	22	21	1
Leon	86	23	12	11	37	4	33	18	9	9	12	11	1
Levy	81	7	5	2	16	12	4	43	34	9	14	14	
Liberty	34	7	6	1	7	7		19	19		4	1	3
Madison	91	13	1	12	24	14	10	32	28	4	28	26	2
Manatee	145	10	10		19	12	7	52	34	18	36	35	1
Marion	175	42	25	17	48	18	30	65	39	26	35	34	1
Monroe	63				10	8	2	25	17	8	17	14	3
Nassau	39	6	5	1	7	4	3	17	9	8	8	8	
Okaloosa	78	17	17		19	18	1	48	41	7	9	9	
Okeechobee	21	5	5		2	2		5	4	1	10	10	
Orange	146	5	5		10	6	4	57	31	26	26	26	
Osceola	60	2	2		5	2	3	14	11	3	23	23	
Palm Beach	94	4	4		13	9	4	35	23	12	13	13	
Pasco	72	12	7	5	9	9		28	23	5	18	18	
Pinellas	144	12	12		21	13	8	53	48	5	16	16	
Polk	285	8	7	1	26	17	9	97	68	29	75	74	1
Putnam	105	2	2		17	7	10	57	35	22	15	13	2
St. Johns	75	9	9		18	9	9	33	25	8	6	4	2
St. Lucie	62	4	4		9	5	4	25	23	2	12	11	1
Santa Rosa	102	1	1		32	23	9	42	40	2	21	21	
Seminole	69	5	3	2	15	6	9	34	17	17	6	5	1
Sumter	65	4	1	3	12	7	5	33	31	2	14	14	
Suwannee	129	1	1		16	16		75	47	28	29	22	7
Taylor	72	9	7	2	18	17	1	21	17	4	22	22	
Volusia	170	2	2		30	10	20	50	28	22	18	16	2
Wakulla	25	17	11	6	6	2	4	14	12	2	4	4	
Walton	92	7	7		29	22	7	45	40	5	10	10	
Washington	91	4	4		23	13	10	49	44	5	10	10	

*Temporaries not included in total.

TABLE VIII.—PART II.—Other Certificates Held by Teachers Employed.

1919-1920. Counties.	State.		Graduate State.		Life State.		Special.		Primary.		Life Primary.		Life First Grade.		
	White.	Negro.	White.	Negro.	White.	Negro.	White.	Negro.	White.	Negro.	White.	Negro.	Total.	White.	Negro.
In State	176	4	169	1	131	3	312	13	129	3	110	2	171	143	28
Alachua	6		5		4		12		3		5		8	8	
Baker	1				1				1						
Bay					2		4				3				
Bradford	4		6				1		3		1		4	4	
Brevard	4		2		1		5		2	1	1		2		2
Broward	2		1		3		8		3						
Calhoun	1												1	1	
Citrus	2		3		1		2								
Clay					1						1		1		1
Columbia		1					2								
Dade	6	1	8		7		38		2		7		5	5	
DeSoto	1		9		7		17		4		1		2	2	
Duval	16		2		23		8	4	11		6	1	21	21	
Escambia	9	1	6		2		11		5		8	1	8	8	
Flagler					1		1								
Franklin	1				2		1				1		2		2
Gadsden	2		3		2		7		5		1		4	4	
Hamilton	2		3		1				1						
Hernando							2						1	1	
Hillsborough	14		3		8	1	28		22		17		23	20	3
Holmes			4				1	1					2	2	
Jackson	6		4				1	1	2		4		3	2	1
Jefferson			3		2				1		2		8	3	5
Lafayette	2		4				1						4	4	
Lake	4		5		6		7		1		2		2	2	
Lee	9		1		2		6		3		1		1	1	
Leon	5		4		1	1	1				3		4	4	
Levy	4		1				3								
Liberty			3				1								
Madison	3				1		2				1				
Manatee	5		6		1		13		10		2		1	1	
Marion	8		1		3		6		3		3		3	3	
Monroe			6		2		2						1		1
Nassau					2		1						4	3	1
Okaloosa									1		1				
Okeechobee	4														
Orange	5		22		6		7		3		5		5	4	1
Osceola	2		4		1		4		1		3		3	2	1
Palm Beach	4	1	5		3		13	1	2		2		2	2	
Pasco	3		2		2		6		3		1				
Pinellas	4				3	1	24	5	11		3		3	3	
Polk	6		22		11		17		9	2	11		9	7	2
Putnam	4		1				1		1		3		6	5	1
St. Johns	4		2	1	2		5		3		1				
St. Lucie	3				3		5		3				2	1	1
Santa Rosa	1		2		2		1				1				
Seminole			5				4		2		1		2	1	1
Sumter	2				2		2								
Suwannee			2		2		1				2		2	2	
Taylor			1		2				3		2		3	3	
Volusia	8		6		3		28	1	5		4		17	13	4
Wakulla	1														
Walton	3		2		3										
Washington	5						2						2	1	1

TABLE IX.—Result of Teachers' Examinations by State Board of Examiners.
PART I.—Total Examinees. (a) Certificates Awarded.

1919-1920. Counties in Which Held.	Total Examinees.		Total Failed.		(1) Examinees for First Grade.							
					First Grade.		Second Grade.		Third Grade.		Failed Entirely.	
	White.	Negro.	White.	Negro.	White.	Negro.	White.	Negro.	White.	Negro.	White.	Negro.
In State	2,195	811	574	476	209	14	94	9	104	9	28	10
Okeechobee	6				1							
Sumter	46	42	15	29	5		4	1	3		1	2
St. Johns	18	36		21	1							1
Jefferson	31	15	7	11	2				1			1
Bay	18	2	8	1	1							
Madison	54		19		3		3		2			
Leon	147	39	42	29	17		17		16	2	6	3
Alachua	198	33	37	16	20		11	1	14		6	
Hernando	34	19	7	8	8	2	3	1	3	1		
Hillsborough	94	21	12	12	16		2	1	6		1	1
Osceola	32	17	2	4	9	1					1	
Broward	29	13	1	4	4	1	3		1			1
Brevard	13	12		4	1							
Holmes	52	21	23	15	4		1		2		2	
Okaloosa	44	2	11	2	2				1			
Suwannee	32	20	11	11	2				1			
Duval	34	22	7	12	3	2			1	1		
Dade	37	6	2	3	4	1	1	1	1			
Palm Beach	33	7	1	1	3		2	1		1		
Monroe	15	7	2	5	2		1					
Pasco	90	13	11	9	4		3		1			
Bradford	49	12	27	10			2		1	1		
Levy	22	12	9	9	1							
Santa Rosa	57	22	38	18								
Hamilton	15	2	2	2	2				2			
Marion	41	26	13	20	3				2			
Seminole	33	14		9	3							
Calhoun	41	8	10	5	4						1	
Manatee	73	9	18	7	8		3		1		1	1
Lee	24	1	2	1	4		1					
Lake	15	12	1	9	2				1			
Taylor	48	5	18	5	3		1		2			
Jackson	21	12	10	8	1				4			
Pinellas	38	15	2	9	1		2		2			
Columbia	24	25	9	18			1		1			
Holmes	12		6		1							
Escambia	37	8	11	5	1	1	1		1			
Franklin	11	18	9	17	1							
Hernando	8	10	2	7		1	1					
Putnam	34	16	8	7	1		2					
Dade	33	7	9	2	7		1		2	1		
Brevard	23	4	6	2	2		2					
Clay	8	14	2	8	2							
Polk	29	20	6	12		2	3		2	1	1	
Jefferson	47	5	15	2	3			1	1			
Washington	25	20	7	8	2	1	1		1			
Volusia	24	26	3	7	8		2					
Leon	18		5		1		1		1			
Hillsborough	47	29	9	12	5	2	2		4		2	
Citrus	18		5		6		3					
DeSoto	46		17		4		5		10		2	
Madison	103	19	30	13	17		7		9		1	
Gadsden	23	27	11	14			1		1			
Walton	44	22	19	6	2						1	
Baker	47	44	17	27	2		1	2	3	1	2	

TABLE IX.—Result of Teachers' Examinations by State Board of Examiners.
PART II.—(b) Certificates Awarded.

1919-1920. Counties in Which Held.	(2) Examinees for Second Grade.						(3) Examinees for Third Grade.			
	Second Grade.		Third Grade.		Failed Entirely.		Third Grade.		Failed Entirely.	
	White.	Negro.	White.	Negro.	White.	Negro.	White.	Negro.	White.	Negro.
In State	**384**	**52**	**454**	**212**	**416**	**300**	**58**	**30**	**106**	**159**
Okeechobee			2							
Sumter	10	1	9	11	13	22				5
St. Johns	11	1	5	14		15				5
Jefferson	2	2	13	2	5	4				6
Bay	4		3	1	5	1			3	
Madison	8		11		18					
Leon	12	2	14	6	29	22	1		1	4
Alachua	26	3	40	13	29	9	1		2	7
Hernando	5		2	6	6	6	2	1	1	2
Hillsborough	24	4	19	4	10	11	3		1	
Osceola	7	4	4	8		4	1		1	
Broward	7		3	6	1		1			3
Brevard	5		3	5		1		2		2
Holmes	2		16	5	16	15	2		5	
Okaloosa	14		10		7	1	5		4	1
Suwannee	1	1	8	7	8	4	4	1	3	7
Duval	10		8	7	2	12	2		5	
Dade	4		7	1	1	3			1	
Palm Beach	8	2	6	1	1	1	3	1		
Monroe	2		6	2	2	5				
Pasco	33		16	4	10	9	5		1	
Bradford	5		12	1	13	9	1		13	1
Levy	5	2	7		6	4		1	3	5
Santa Rosa	3	1	13	2	25	7	2	1	13	11
Hamilton			8		2	1				1
Marion	5	5	10		7	11	5	1	6	9
Seminole	6	1	8	2		5	7	1		3
Calhoun	10		14		5			3	4	5
Manatee	7	1	7		8	5	1		8	
Lee	8		1		1		1			1
Lake	4		1	3		3	1		1	6
Taylor	4		15		16	2	2		2	3
Jackson	1	1	4	3	8	2			1	6
Pinellas	11		6	4		6	4		1	3
Columbia	4	1	6	3	8	7		3	1	11
Holmes	2		2		5				1	
Escambia	6		13	2	6	2	3		5	3
Franklin				1	9	11				6
Hernando	3		2	2	2	6				1
Putnam	10		6	5	7	1		4	1	6
Dade	8		2	3	6	2				
Brevard	8		2	2	4	2	1			
Clay	2	1	1	5	1	7			1	1
Polk	4		5	4	4	10		1	1	2
Jefferson	10		14	1	14	1		1	1	1
Washington	6	2	8	7	5	1		2	1	7
Volusia	7	5	3	10	1	6		4	1	1
Leon	5		4		4				1	
Hillsborough	8	5	15	10	4	8			1	1
Citrus			4		5					
DeSoto	3		5		11				4	
Madison	9	1	25	5	28	7			1	6
Gadsden	4		4	10	9	4		3	2	10
Walton	9	5	11	11	14	3			4	2
Baker	12	1	11	13	15	22				5

TABLE IX.—Result of Teachers' Examinations by State Board of Examiners.
PART III.—Certificates Awarded.

1919-1920. Counties in Which Held.	Examinees for Primary.				Examinees for Special.				Examinees for State.			
	Primary.		Failed.		Special.		Failed.		State.		Failed.	
	White.	Negro.	White.	Negro.	White.	Negro.	White.	Negro.	White.	Negro.	White.	Negro.
In State	32	2	12	4	269	7	11	3	17		1	
Okeechobee					3							
Sumter							1					
St. Johns					1							
Jefferson					4		2		2			
Bay					2							
Madison					7		1		1			
Leon	8		2		20		4					
Alachua	7				42							
Hernando	1				3							
Hillsborough					12							
Osceola					7				2			
Broward					9	2						
Brevard	2	1			2			1				
Holmes					2	1						
Okaloosa					1							
Suwannee					5							
Duval					2				1			
Dade	2				16							
Palm Beach	1				9							
Monroe					2							
Pasco	3				13				1			
Bradford					1		1					
Levy												
Santa Rosa					1							
Hamilton									1			
Marion					3							
Seminole				1	9	1						
Calhoun					3							
Manatee	2	1	1	1	23				3			
Lee			1		6				1			
Lake	1				4							
Taylor					3							
Jackson			1		1							
Pinellas			1		10	2						
Columbia					3							
Holmes					1							
Escambia					1							
Franklin					1							
Hernando												
Putnam					6				1			
Dade			3		4	1						
Brevard			1		2		1					
Clay					1							
Polk	1				7				1			
Jefferson					4							
Washington			1									
Volusia					1		1					
Leon					1							
Hillsborough	2		1	2	2			1			1	
Citrus												
DeSoto					2							
Madison	2				3				1			
Gadsden					1				1			
Walton					3			1				
Baker									1			

TABLE X.—Facts Relative to Teachers Employed.

1919-1920. Counties.	Non-Resident Teachers.						Graduates of Normal Schools.		Attendants of Summer Schools.		Attendants at Teachers' Associations.		Subscribers to Educational Journals.	
	Of County.			Of State.										
	Total.	White.	Negro.	Total.	White.	Negro.	White.	Negro.	White.	Negro.	White.	Negro.	White.	Negro.
In State	1,068	915	153	353	340	13	797	122	902	211	561	264	2,688	591
Alachua	63	60	3	8	6	2	78	19	89	12	51	20	170	30
Baker	27	22	5	1	1		1	1	15		2		24	3
Bay	29	26	3	6	6		12		18	3	39		50	2
Bradford	22	14	8				1		11	3	24	2	44	15
Brevard	40	27	13	6	6				22				60	10
Broward	11	9	2	17	17		14		6		1		9	5
Calhoun	3	3		3	3				3	1			6	1
Citrus	16	8	8	3	3		6	6	18	1	7	2	37	5
Clay	6	6					1	6	2		2		8	1
Columbia														
Dade	64	64		95	95		43		20	3	21	8	110	13
DeSoto	47	40	7	10	10		26		49		45		84	6
Duval							58		43	56	17	120	181	105
Escambia	11	11		11	11		3		53	16	14	1	60	23
Flagler										1			4	1
Franklin	3		3					2		1			20	10
Gadsden	35	30	5	28	22	6	13	1	32	7	12		42	3
Hamilton	17	17		1	1		9		5		2		33	1
Hernando	1	1					2	5			6		18	5
Hillsborough	58	51	7	3	3		86	14	93	13	60	5	408	35
Holmes									7		1		9	
Jackson	45	40	5	8	8		14		8	3	2	1	39	16
Jefferson	2	2		1	1		5		9		1		26	1
Lafayette	13	13		1	1		4	4	2	2	2	2	6	2
Lake	22	22		3	3		4		24	2	3	5	53	13
Lee	30	29	1	21	21					1	12	1	56	5
Leon	5	5		3	3		20		7		2		11	
Levy	14	14		1	1		7		7	5		3	30	6
Liberty				1	1		5		7				17	
Madison	6	4	2	1	1		7	3	11	2	7	2	19	6
Manatee	37	20	17	12	12		31		46	7	94	12	59	10
Marion	12	7	5	10	5	5	32	14	17	11	6	12	46	30
Monroe	8	7	1				6	3	25					
Nassau	10	7	3				2	1	2	5	1	3	11	5
Okaloosa	18	18					2		10		3		17	
Okeechobee	13	12	1	1	1		6		1		7		5	1
Orange	31	31		10	10		46	11	26	10	17	6	93	27
Osceola	10	9	1	7	7		8		7	3	18	6	18	6
Palm Beach	2	2		24	24		21		1	6		9	38	18
Pasco	17	12	5	2	2		10		11		9	1	31	3
Pinellas							12		17	10	23	6	87	16
Polk	109	93	16	10	10		54	6	80	6	21	15	226	39
Putnam	6	6		1	1		6		18		11		51	28
St. Johns	21	16	5	3	3		11	1	5	4		5	14	19
St. Lucie	8	7	1	5	5		21	3	2	2	2	2	50	5
Santa Rosa	45	35	10				5		1				30	5
Seminole	7	6	1	11	11		13	21	5	1	2	5	36	5
Sumter	37	32	5	3	3		2		10		2		10	
Suwannee	13	13		1	1		12		5		4		19	
Taylor	9	7	2				1		6		1		13	1
Volusia	55	49	6	19	19		69	1	36	12	7	10	122	28
Wakulla	8	6	2	1	1		5		7				30	12
Walton							2		3	2			23	4
Washington	2	2		1	1		1						25	6

TABLE XI.—(a) Average Age of Teachers; (b) Average Experience in Months; (c) Percentage of Males.

1919-1920. Counties.	Average Age in Years.					Average Experience in Months.					Percentage of Males.		
	All Teachers.	White.		Negro.		All Teachers.	White.		Negro.		Both Races.	White.	Negro.
		Male.	Female.	Male.	Female.		Male.	Female.	Male.	Female.			
In State	27	32	25	40	27	46	62	39	110	51	15	15	17
Alachua	28	27	27	42	31	54	48	47	123	65	15	12	23
Baker	26	27	23	46	31	35	40	27	182	9	27	26	40
Bay	29	34	29	30	28	44	67	44	90	31	9	9	11
Bradford	31	34	28	33	33	36	53	22	73	58	28	27	31
Brevard	33	36	31	33	32	56	69	41	83	83	22	18	33
Broward	29	33	27	49	27	58	75	54	156	39	18	67	25
Calhoun	27	29	25	63	30	37	40	29	200	35	20	18	40
Citrus	25	34	24		27	25	70	23		22	4	6	
Clay	26	38	22	57	32	44	64	27	224	89	13	13	15
Columbia	25	27	25	30	24	27	20	27	31	28	22	23	21
Dade	28	34	26	42	27	51	66	47	102	62	8	8	8
DeSoto	30	43	26	37	30	48	111	30	63	30	23	23	3
Duval	24	24	22	38	29	67	66	63	91	75	7	7	9
Escambia	19	33	18	28	24	33	44	31	61	36	7	7	8
Flagler	29	26	29	32	24	24	26	25	16	12	17	17	50
Franklin	27	27	25	45	28	37	47	30	160	33	18	21	11
Gadsden	28	33	25	45	30	41	74	28	100	49	15	12	26
Hamilton	27	28	26	41	29	42	69	34	96	42	18	21	8
Hernando	27	37	26	29	27	37	53	34	42	40	14	14	14
Hillsborough	35	39	29	42	31	87	101	60	114	63	10	10	7
Holmes	26	30	22	44	24	21	31	13	64	18	43	43	33
Jackson	26	30	24	45	27	44	63	29	185	52	21	17	31
Jefferson	30	29	25	52	25	47	64	40	104	34	22	15	53
Lafayette	31	31	30	50	34	37	34	34	50	71	23	23	17
Lake	30	34	28	56	30	53	74	35	375	77	11	21	11
Lee	31	41	29	38	23	43	95	33	164	22	16	16	16
Leon	30	33	28	57	30	44	34	38	153	45	12	13	10
Levy	24	21	23	32	30	28	22	27	48	35	23	21	33
Liberty	25	27	21	47	26	25	19	13	264		16	13	43
Madison	27	28	27	36	25	49	65	47	118	31	21	23	14
Manatee	29	31	29	37	28	52	53	47	114	63	13	13	11
Marion	28	39	25	29	29	44	61	31	56	64	15	13	18
Monroe	29	35	28	35	30	44	67	42	80	39	9	9	8
Nassau	38	49	39	44	29	61	104	50	119	56	15	12	21
Okaloosa	27	32	25	37	31	32	47	24	51	55	26	27	17
Okeechobee	25	27	25		20	28	46	24		21	20	20	
Orange	30	43	27	34	33	59	118	46	68	88	10	9	13
Osceola	32	29	32	42	29	61	38	63	133	54	14	12	29
Palm Beach	31	34	29	38	26	34	36	29	109	37	16	15	19
Pasco	29	40	27	38	28	48	101	34	143	34	19	18	20
Pinellas	31	36	30	34	30	56	73	57	69	29	12	11	21
Polk	29	36	28	41	31	59	96	49	161	79	8	9	7
Putnam	31	31	29	50	32	37	50	47	188	56	14	18	8
St. Johns	32	33	32	39	27	59	79	54	115	47	15	12	25
St. Lucie	29	40	25	34	25	49	138	30	153	75	19	15	33
Santa Rosa	29	27	29		32	44	34	43		71	22	25	
Seminole	29	44	29	41	27	45	92	41	93	35	9	9	1
Sumter	28	35	24	50	29	46	75	27	200	105	21	22	14
Suwannee	27	27	25	43	26	41	43	37	99	33	21	20	22
Taylor	28	27	27	43	23	50	43	46	149	32	37	5	57
Volusia	29	33	29	33	25	55	99	54	68	36	15	14	19
Wakulla	25	25	21	41	25	32	33	14	103	29	38	27	41
Walton	23	28	22	37	30	32	34	21	168	73	26	24	24
Washington	32	32	26	49	38	44	41	25	206	73	31	32	25

TABLE XII.—Aggregate Days Taught by All Teachers.

1919-1920. Counties.	Total (Both Races)	Whites.			Negroes.		
		Total.	Males.	Females	Total.	Males.	Females
In State	861,811	712,248	109,239	603,009	149,563	25,875	123,688
Alachua	30,617	24,594	2,849	21,745	6,023	1,446	4,577
Baker	5,400	5,060	1,283	3,777	340	120	220
Bay	11,064	10,277	900	9,377	787	77	710
Bradford	14,064	11,940	3,195	8,745	2,124	740	1,384
Brevard	11,960	9,555	1,750	7,805	2,405	960	1,445
Broward	6,910	6,039	871	5,168	871	285	586
Calhoun	7,568	6,958	1,458	5,500	610	300	310
Citrus	6,965	5,580	452	5,128	1,385		1,385
Clay	5,638	4,708	627	4,081	930	100	830
Columbia	15,135	9,817	2,138	7,679	5,318	908	4,410
Dade	34,384	31,185	3,737	27,448	3,199	231	2,968
DeSoto	26,026	24,876	5,495	19,381	1,150	380	770
Duval	81,422	60,256	5,227	55,029	21,166	2,619	18,547
Escambia	37,204	30,048	2,638	27,410	7,156	640	6,516
Flagler	3,236	2,916	410	2,506	320	160	160
Franklin	3,860	2,680	500	2,180	1,180	220	960
Gadsden	14,712	11,904	1,590	10,314	2,808	620	2,188
Hamilton	6,741	5,538	1,094	4,444	1,203	160	1,043
Hernando	4,840	4,140	680	3,460	700	120	580
Hillsborough	72,330	64,281	6,338	57,943	8,049	620	7,429
Holmes	8,113	7,743	3,461	4,282	370	65	305
Jackson	20,180	17,217	3,204	14,013	2,963	1,500	1,463
Jefferson	6,932	5,860	826	5,034	1,072	592	480
Lafayette	9,310	8,830	2,049	6,781	480	90	390
Lake	15,346	13,151	3,010	10,141	2,195	280	1,915
Lee	14,725	13,805	1,980	11,825	920	160	760
Leon	14,340	9,120	1,140	7,980	5,220	640	4,580
Levy	10,526	8,906	1,820	7,086	1,620	600	1,020
Liberty	4,334	3,399	592	2,807	935	502	433
Madison	13,545	11,117	2,933	8,184	2,428	360	2,068
Manatee	19,891	16,901	2,381	14,520	2,990	365	2,625
Marion	26,201	15,683	2,225	13,458	10,518	1,464	9,054
Monroe	10,751	8,411	887	7,524	2,340	180	2,160
Nassau	6,055	4,288	640	3,648	1,767	425	1,342
Okaloosa	7,083	6,503	2,018	4,485	580	20	560
Okeechobee	3,618	3,558	758	2,800	60		60
Orange	21,432	17,212	1,735	15,477	4,220	580	3,640
Osceola	9,763	8,703	930	7,773	1,060	320	740
Palm Beach	16,263	13,483	2,095	11,388	2,780	640	2,140
Pasco	9,469	8,889	1,509	7,380	580	180	400
Pinellas	24,669	21,974	2,604	19,370	2,695	506	2,189
Polk	46,926	40,275	3,740	36,535	6,651	444	6,207
Putnam	14,440	10,310	1,230	9,080	4,130	420	3,710
St. Johns	10,902	8,115	1,075	7,040	2,787	680	2,107
St. Lucie	9,939	8,719	1,340	7,379	1,220	480	740
Santa Rosa	11,060	9,940	2,158	7,782	1,120		1,120
Seminole	10,550	6,940	640	6,300	3,610	380	3,230
Sumter	8,527	7,853	1,820	6,033	674	120	554
Suwannee	15,266	11,646	2,495	9,151	3,620	740	2,880
Taylor	8,739	8,135	2,952	5,183	604	376	228
Volusia	28,241	21,804	3,380	18,424	6,437	1,145	5,292
Wakulla	4,815	3,547	1,370	2,177	1,268	370	898
Walton	11,098	10,201	2,677	7,524	897	260	637
Washington	8,686	7,658	2,333	5,325	1,028	285	743

TABLE XIII.—Aggregate Salaries Paid All Teachers.

1919-1920. Counties.	Total.	White Males.	White Females	Negro Males.	Negro Females
In State	$3,447,238.14	$654,515.96	$2,445,411.96	$79,281.51	$268,028.71
Alachua	111,519.75	17,680.75	79,795.75	4,156.50	9,886.75
Baker	19,904.25	6,389.00	12,788.00	270.00	457.25
Bay	34,728.60	6,122.00	27,321.85	134.75	1,150.00
Bradford	45,855.25	13,659.50	26,721.75	2,085.00	3,389.00
Brevard	46,452.50	9,783.75	30,188.75	2,820.00	3,660.00
Broward	33,405.25	7,256.25	23,914.00	918.00	1,317.00
Calhoun	22,647.50	6,371.00	15,474.00	400.00	402.50
Citrus	24,785.50	2,994.00	19,543.50		2,248.00
Clay	16,590.00	3,172.50	11,387.50	330.00	1,700.00
Columbia	47,447.41	9,436.65	28,305.75	2,023.76	7,681.25
Dade	165,227.23	30,058.64	126,286.09	890.00	7,992.50
DeSoto	106,533.23	31,752.50	72,363.23	1,070.00	1,347.50
Duval	370,143.06	40,546.62	275,560.69	10,830.50	43,205.25
Escambia	134,256.44	15,708.75	99,684.25	2,240.00	16,623.44
Flagler	12,748.75	2,362.50	9,411.25	575.00	400.00
Franklin	13,587.50	3,417.50	8,087.50	530.00	1,552.50
Gadsden	52,249.96	11,519.97	35,504.25	1,580.00	3,645.74
Hamilton	21,836.50	5,675.00	14,442.75	340.00	1,378.75
Hernando	18,804.00	3,710.00	13,466.50	390.00	1,237.50
Hillsborough	368,320.25	53,931.25	292,411.00	2,605.00	19,373.00
Holmes	27,024.65	12,599.25	13,505.40	178.75	741.25
Jackson	62,304.48	13,207.50	44,108.25	3,194.25	1,794.48
Jefferson	22,325.55	4,635.25	16,230.30	860.00	600.00
Lafayette	36,286.75	10,382.25	24,939.00	222.50	743.00
Lake	62,884.75	18,225.00	39,878.50	780.00	4,001.25
Lee	68,817.49	13,030.00	53,657.49	640.00	1,490.00
Leon	45,430.00	8,030.00	27,545.00	1,680.00	8,175.00
Levy	37,577.50	8,045.00	26,387.50	1,265.00	1,880.00
Liberty	11,855.00	2,235.00	7,921.50	1,004.00	694.50
Madison	42,034.75	12,980.75	25,387.20	522.00	3,144.80
Manatee	81,852.83	15,541.33	58,592.75	1,255.00	6,463.75
Marion	79,565.25	12,315.00	47,600.75	4,191.00	15,458.50
Monroe	36,622.75	6,353.75	24,756.50	855.00	4,657.50
Nassau	22,192.50	4,240.00	12,851.25	1,768.75	3,332.50
Okaloosa	23,436.47	8,911.80	13,369.67	35.00	1,120.00
Okeechobee	15,547.04	4,245.00	11,172.04		130.00
Orange	89,341.50	12,048.75	66,527.75	2,045.00	8,720.00
Osceola	41,372.33	6,881.33	31,721.00	920.00	1,850.00
Palm Beach	76,087.60	16,707.25	51,213.60	2,830.00	5,336.75
Pasco	39,352.87	9,942.50	28,177.87	490.00	742.50
Pinellas	122,344.64	24,647.61	90,638.03	2,003.75	5,055.25
Polk	206,781.00	26,860.00	160,862.00	2,052.00	17,007.00
Putnam	55,979.00	9,207.50	37,331.50	1,505.00	7,935.00
St. Johns	42,431.00	5,776.25	28,438.75	2,230.00	5,986.00
St. Lucie	43,035.00	8,545.00	30,997.50	1,740.00	1,752.50
Santa Rosa	35,581.25	8,775.25	25,117.25		1,688.75
Seminole	37,690.00	4,200.00	25,010.00	1,520.00	6,960.00
Sumter	33,195.50	11,280.00	20,547.00	363.25	1,005.25
Suwannee	49,484.75	10,362.25	32,252.50	1,730.00	5,140.00
Taylor	34,276.53	12,792.90	19,781.88	1,128.00	573.75
Volusia	120,996.50	24,338.75	81,188.75	4,115.00	11,354.00
Wakulla	13,537.75	5,690.00	5,575.00	757.50	1,515.25
Walton	35,303.76	10,873.50	22,794.76	520.00	1,115.50
Washington	27,646.47	9,062.11	16,675.36	692.25	1,216.75

TABLE XIV.—Average Monthly Salaries Paid Teachers.

1919-1920. Counties.	All.	White.		Negro.	
		Males.	Females.	Males.	Females
In State	$ 79.80	$119.80	$ 81.00	$ 61.20	$ 43.20
Alachua	72.92	124.00	73.40	57.40	43.20
Baker	73.72	99.60	67.72	45.00	41.57
Bay	62.80	136.00	58.23	35.00	32.39
Bradford	65.00	85.50	61.00	56.20	49.00
Brevard	71.80	111.80	79.20	58.85	49.60
Broward	96.62	166.60	92.40	64.42	44.95
Calhoun	59.84	87.39	56.26	26.66	25.96
Citrus	71.00	132.50	76.40		32.50
Clay	58.80	101.00	54.20	66.00	40.80
Columbia	62.60	88.20	73.60	44.56	34.80
Dade	96.20	160.80	92.00	77.00	53.80
DeSoto	81.80	115.56	74.65	56.30	35.00
Duval	130.92	140.00	98.60	83.00	46.80
Escambia	72.00	119.00	65.40	70.00	48.60
Flagler	78.60	115.20	75.00	71.86	50.00
Franklin	70.40	134.70	74.18	48.18	32.34
Gadsden	71.04	144.90	68.75	50.97	33.33
Hamilton	64.80	104.00	65.00	42.50	26.20
Hernando	77.60	109.00	77.80	65.00	42.60
Hillsborough	98.87	158.69	100.62	84.03	52.15
Holmes	66.60	72.80	63.00	55.00	48.60
Jackson	61.74	82.44	62.94	42.59	24.53
Jefferson	64.40	84.60	64.40	29.00	25.00
Lafayette	77.80	101.20	73.40	49.44	38.00
Lake	99.40	121.00	78.60	55.70	41.60
Lee	93.80	131.60	90.80	80.00	39.20
Leon	64.60	140.80	69.00	52.00	35.00
Levy	71.20	88.40	74.40	42.00	36.80
Liberty	54.60	75.40	56.40	40.00	32.07
Madison	62.00	88.40	62.00	29.00	30.40
Manatee	82.20	130.55	80.70	68.76	49.25
Marion	60.73	110.69	70.74	57.25	34.15
Monroe	68.12	143.00	65.00	95.00	42.00
Nassau	73.20	132.40	70.40	83.20	49.60
Okaloosa	66.00	88.20	50.40	35.00	40.00
Okeechobee	85.80	112.00	79.80		65.00
Orange	82.42	138.88	85.97	70.51	48.15
Osceola	84.75	147.99	81.62	57.50	50.00
Palm Beach	93.40	159.49	89.80	88.42	49.87
Pasco	83.00	130.30	75.58	54.40	35.60
Pinellas	99.18	189.33	93.56	79.33	46.00
Polk	88.00	143.60	88.00	92.40	54.50
Putnam	63.68	149.72	82.73	71.66	42.78
St. Johns	77.80	107.40	80.60	65.60	56.80
St. Lucie	85.40	127.40	84.03	72.50	48.71
Santa Rosa	64.24	81.33	64.55		30.16
Seminole	71.45	131.25	79.39	80.00	43.09
Sumter	77.40	124.00	68.00	60.50	36.28
Suwannee	65.00	83.00	70.00	47.00	36.00
Taylor	78.56	86.71	76.33	60.00	50.33
Volusia	89.00	144.00	89.20	71.80	42.40
Wakulla	56.23	83.06	51.22	40.94	33.75
Walton	63.95	81.32	60.85	40.00	35.02
Washington	63.60	77.60	62.20	48.40	32.60

TABLE XV.—Highest and Lowest Monthly Salaries Paid Teachers.

1919-1920. Counties.	Highest.				Lowest.			
	To White.		To Negro.		To White.		To Negro.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
In State	$388.88	$200.00	$166.66	$100.00	$ 40.00	$ 25.00	$ 25.00	$ 17.50
Alachua	300.00	150.00	100.00	50.00	55.00	40.00	33.75	25.00
Baker	175.00	125.00	50.00	50.00	60.00	35.00	35.00	35.00
Bay	175.00	125.00	35.00	35.00	60.00	40.00	35.00	20.00
Bradford	150.00	110.00	80.00	57.50	45.00	45.00	45.00	45.00
Brevard	175.00	100.00	67.50	60.00	75.00	65.00	50.00	50.00
Broward	250.00	125.00	65.00	50.00	90.00	30.00	63.86	40.00
Calhoun	150.00	125.00	30.00	28.00	41.66	35.00	25.00	25.00
Citrus	190.00	130.00		35.00	90.00	40.00		17.50
Clay	140.00	85.00	66.00	51.00	60.00	50.00	66.00	35.00
Columbia	250.00	150.00	75.00	50.00	50.00	50.00	25.00	25.00
Dade	388.88	200.00	90.00	75.00	100.00	65.00	52.50	40.00
DeSoto	200.00	125.00	75.00	40.00	55.00	50.00	35.00	30.00
Duval	333.33	200.00	166.66	75.00	80.00	50.00	50.00	30.00
Escambia	200.00	145.00	95.00	72.50	45.00	25.00	45.00	35.00
Flagler	150.00	100.00	75.00	50.00	75.00	50.00	50.00	50.00
Franklin	200.00	150.00	60.00	35.00	67.00	50.00	35.00	29.00
Gadsden	333.33	125.00	75.00	45.00	65.00	45.00	30.00	25.00
Hamilton	200.00	125.00	45.00	30.00	50.00	40.00	40.00	25.00
Hernando	175.00	100.00	65.00	40.00	60.00	60.00	65.00	40.00
Hillsborough	333.33	175.00	125.00	100.00	65.00	55.00	55.00	45.00
Holmes	150.00	100.00	55.00	55.00	40.00	40.00	55.00	43.00
Jackson	200.00	150.00	87.50	41.78	45.00	45.00	23.75	22.50
Jefferson	175.00	110.00	45.00	25.00	60.00	45.00	25.00	25.00
Lafayette	225.00	125.00	50.00	40.00	60.00	50.00	50.00	35.00
Lake	212.50	110.00	75.00	45.00	50.00	25.00	45.00	35.00
Lee	305.55	125.00	80.00	40.00	70.00	60.00	80.00	35.00
Leon	333.33	115.00	85.00	50.00	50.00	49.00	30.00	30.00
Levy	150.00	125.00	60.00	40.00	60.00	50.00	30.00	30.00
Liberty	125.00	100.00	40.00	35.00	50.00	40.00	40.00	25.00
Madison	175.00	110.00	35.00	45.00	40.00	40.00	25.00	25.00
Manatee	300.00	125.00	75.00	60.00	75.00	50.00	62.15	30.00
Marion	200.00	115.00	115.00	50.00	50.00	50.00	40.00	25.00
Monroe	185.00	90.00	95.00	57.50	125.00	50.00	80.00	35.00
Nassau	160.00	140.00	115.00	55.00	85.00	50.00	50.00	30.00
Okaloosa	155.95	85.00	35.00	40.00	45.00	40.00	35.00	40.00
Okeechobee	180.00	100.00		65.00	75.00	45.00		65.00
Orange	290.00	175.00	100.00	65.00	75.00	60.00	50.00	40.00
Osceola	250.00	125.00	65.00	50.00	60.00	60.00	50.00	50.00
Palm Beach	288.88	150.00	175.00	72.87	75.00	60.00	45.00	45.00
Pasco	200.00	125.00	65.00	45.00	65.00	55.00	35.00	20.00
Pinellas	333.33	155.55	100.00	50.00	100.00	75.00	65.00	45.00
Polk	300.00	150.00	96.00	64.00	71.00	60.00	85.00	40.00
Putnam	250.00	125.00	90.00	50.00	65.00	65.00	60.00	40.00
St. Johns	175.00	150.00	90.00	70.00	65.00	65.00	50.00	45.00
St. Lucie	210.00	140.00	75.00	55.00	65.00	65.00	50.00	45.00
Santa Rosa	175.00	110.00		40.00	50.00	50.00		25.00
Seminole	200.00	110.00	110.00	55.00	100.00	65.00	60.00	40.00
Sumter	175.00	80.00	61.00	40.00	60.00	45.00	60.00	20.00
Suwannee	229.00	104.00	60.00	40.00	55.00	55.00	35.00	35.00
Taylor	175.00	100.00	60.00	60.00	55.00	55.00	60.00	45.00
Volusia	275.00	156.37	90.00	50.00	75.00	75.00	40.00	40.00
Wakulla	135.00	68.00	45.00	40.00	46.36	30.00	35.00	30.00
Walton	187.50	100.00	60.00	45.00	50.00	45.00	30.00	30.00
Washington	200.00	100.00	51.50	35.00	40.00	40.00	45.00	25.00

TABLE XVI.—PART I.—One Mill Tax.
STATE SCHOOL TAXATION 1919.

1919-1920. Counties.	Property Assessed.	One Mill Tax.			
		Assessed.	Collected.	Apportioned.	Percent. Returned.
In State	$356,880,287.00	$356,880.29	$307,536.29	*$359,168.94	116
Alachua	9,039,891.00	9,039.89	7,805.33	15,229.28	195
Baker	1,864,179.00	1,864.17	1,346.88	2,163.37	160
Bay	2,971,532.00	2,971.53	2,645.56	4,155.00	156
Bradford	3,645,514.00	3,645.51	2,345.20	6,168.79	261
Brevard	4,919,308.00	4,919.31	4,770.10	3,240.90	68
Broward	3,508,125.00	3,508.12	2,976.54	2,249.24	75
Calhoun	2,070,114.00	2,070.11	2,353.94	2,725.68	115
Citrus	2,765,519.00	2,765.51	2,209.73	2,193.84	99
Clay	2,213,432.00	2,213.43	1,839.02	2,107.97	114
Columbia	4,005,123.00	4,005.12	3,779.59	7,659.63	202
Dade	13,766,157.00	13,766.16	12,423.42	12,113.21	97
DeSoto	10,352,068.00	10,352.06	7,153.76	10,107.73	141
Duval	52,379,403.00	52,379.40	45,971.61	36,004.46	78
Escambia	15,924,919.00	15,924.92	13,076.46	15,653.27	119
Flagler	1,513,418.00	1,513.42	1,312.78	473.40	36
Franklin	1,525,459.00	1,525.46	1,493.89	1,551.20	104
Gadsden	3,850,267.00	3,850.27	3,764.85	9,068.98	241
Hamilton	6,781,967.00	6,781.96	2,372.37	4,684.07	197
Hernando	2,157,422.00	2,157.42	2,030.44	1,994.40	98
Hillsborough	32,981,636.00	32,981.63	32,165.24	31,201.28	97
Holmes	2,034,680.00	2,034.68	1,913.17	5,415.35	283
Jackson	4,564,940.00	4,564.94	3,807.00	13,332.01	350
Jefferson	2,612,547.00	2,612.54	578.83	3,243.67	560
Lafayette	3,403,577.00	3,403.58	3,206.71	3,044.23	94
Lake	6,105,740.00	6,105.74	5,984.89	4,639.75	77
Lee	7,222,608.00	7,222.60	6,906.31	3,673.02	53
Leon	4,243,114.00	4,243.11	3,453.37	8,276.76	239
Levy	3,731,401.00	3,731.40	3,204.73	4,672.99	145
Liberty	1,455,324.00	1,455.32	1,339.83	2,340.50	174
Madison	3,619,664.00	3,619.66	2,325.00	7,999.76	344
Manatee	7,411,421.00	7,411.41	7,254.47	6,553.82	90
Marion	7,785,583.00	7,785.58	7,161.23	10,886.10	152
Monroe	4,696,810.00	4,696.81	4,534.00	4,803.18	105
Nassau	3,528,454.00	3,528.45	3,222.76	2,540.09	78
Okaloosa	2,627,338.00	2,627.34	2,309.76	3,532.55	152
Okeechobee	2,399,126.00	2,399.13	2,438.37	833.77	34
Orange	7,950,607.00	7,950.60	7,822.10	6,949.93	88
Osceola	5,129,634.00	5,129.63	4,625.64	3,055.31	66
Palm Beach	8,616,475.00	8,616.47	7,637.24	4,916.75	64
Pasco	4,572,840.00	4,572.84	3,637.91	3,552.79	97
Pinellas	10,599,240.00	10,599.24	9,102.45	9,168.70	101
Polk	17,475,710.00	17,475.71	16,061.00	15,456.60	96
Putnam	5,292,016.00	5,292.16	4,617.70	5,221.45	113
St. Johns	5,450,615.00	5,450.62	5,050.03	3,614.85	71
St. Lucie	5,341,432.00	5,341.43	4,404.90	2,914.04	66
Santa Rosa	3,789,912.00	3,789.91	3,292.12	5,304.55	161
Seminole	4,128,272.00	4,128.27	4,017.29	4,218.71	105
Sumter	2,568,589.00	2,568.59	2,196.00	3,520.67	160
Suwannee	4,733,093.00	4,733.09	4,483.60	9,609.13	214
Taylor	6,859,617.00	6,859.61		3,155.03	
Volusia	12,641,685.00	12,641.68	11,654.35	9,027.43	77
Wakulla	1,032,587.00	1,032.58	724.71	2,024.87	53
Walton	3,077,757.00	3,077.75	2,339.22	5,498.45	193
Washington	1,942,426.00	1,942.42	1,892.89	5,426.43	286

*Excess over "Amount Collected" due to back taxes paid.

TABLE XVI.—County Taxation for Schools in 1919.
PART II.—Assessment and Collection of 1919; Delinquent Taxes Paid.

1919-1920. Counties.	Number Mills Levied.	Assessed.	Collected.	Percent. Collected.	Delinquent Taxes Paid.	Total Collected.
In State		$3,468,814.79	$2,967,978.05	85	$283,358.00	$3,251,336.05
Alachua	10	90,398.91	65,580.40	72	12,472.92	78,053.32
Baker	9	16,777.60	15,292.92	91	6,194.17	21,487.09
Bay	10	29,715.32	28,534.51	97	1,487.15	30,021.66
Bradford	10	36,455.14	27,609.41	75	79.58	27,688.99
Brevard	10	49,193.08	47,617.86	97	961.52	48,579.38
Broward	10	35,081.25	29,432.89	83	5,749.54	35,182.43
Calhoun	10	20,701.14	14,753.75	71	3,797.92	18,551.67
Citrus	10	27,655.19	25,354.26	91	2,480.20	27,834.46
Clay	10	22,134.32	20,114.42	91	783.99	20,898.41
Columbia	10	40,051.23	30,275.11	75	4,762.17	35,037.28
Dade	10	137,661.57	124,987.73	90	10,895.86	135,883.59
DeSoto	10	103,520.68	72,231.30	69	5,561.07	77,792.37
Duval	10	523,794.03	438,677.52	83	69,561.45	508,238.97
Escambia	10	159,249.19	124,751.83	78	21,172.68	145,924.51
Flagler	10	15,134.18	12,908.45	85	1,451.08	14,359.53
Franklin	10	15,254.59	14,147.02	92	1,506.07	15,653.09
Gadsden	10	38,502.67	37,640.43	97	132.04	37,772.47
Hamilton	7	47,473.76	15,710.40	33	1,988.07	17,698.47
Hernando	10	21,574.22	19,362.65	89	2,395.62	21,758.27
Hillsborough	10	329,816.36	313,191.19	95	13,327.23	326,518.42
Holmes	10	20,346.80	19,131.73	94	409.47	19,541.20
Jackson	10	45,649.40	38,070.00	83	1,917.87	39,987.87
Jefferson	10	26,125.47	26,371.27	101	1,796.06	28,167.33
Lafayette	10	34,035.77	33,377.49	97	107.47	33,484.96
Lake	9	54,951.66	53,370.74	97	2,291.31	55,662.05
Lee	10	72,226.08	69,061.90	95	2,021.19	71,083.09
Leon	10	42,431.14	32,553.32	77	1,980.45	34,533.77
Levy	9	33,582.61	31,546.90	93	2,970.23	34,517.13
Liberty	10	14,553.24	13,375.36	91	139.56	13,514.92
Madison	10	36,196.64	24,367.49	67	5,813.41	30,180.90
Manatee	10	74,114.21	64,448.06	86	11,577.25	76,025.31
Marion	7½	58,391.87	53,045.01	91	3,438.19	56,483.20
Monroe	10	46,968.10	42,271.29	90	11,359.29	53,630.58
Nassau	8½	29,991.86	26,401.92	88	6,387.60	32,789.52
Okaloosa	10	26,273.38	23,784.17	90		23,784.17
Okeechobee	10	23,991.26	22,648.17	94	3,176.97	25,825.14
Orange	10	79,506.07	77,237.25	97	2,327.13	79,564.38
Osceola	9	46,166.70	43,959.97	95	2,398.56	46,358.53
Palm Beach	10	86,164.75	79,789.64	92	2,926.78	82,716.42
Pasco	10	45,728.40	40,252.50	88	2,505.39	42,757.89
Pinellas	10	105,992.40	91,024.50	85	7,081.26	98,105.76
Polk	9	157,281.39	141,951.73	90	14,795.57	156,747.30
Putnam	10	52,920.16	46,349.80	87	821.59	47,171.39
St. Johns	10	54,506.15	52,607.10	96	949.82	53,556.92
St. Lucie	10	53,414.32	44,048.25	82	2,413.25	46,461.50
Santa Rosa	10	37,899.12	33,800.38	89	1,305.98	35,106.36
Seminole	10	41,282.72	39,080.15	94	1,277.97	40,358.12
Sumter	10	25,685.89	21,990.65	81	976.95	22,967.60
Suwannee	10	47,330.93	30,074.09	63	5,464.91	35,539.00
Taylor	7	48,017.32			8,798.31	8,798.31
Volusia	10	126,416.85	121,008.64	95	3,005.64	124,014.28
Wakulla	10	10,325.87	5,748.60	56	1,498.48	7,247.08
Walton	10	30,777.57	27,969.85	90	1,065.93	29,035.78
Washington	10	19,424.26	19,086.08	98	1,597.83	20,683.91

TABLE XVI.—PART III.—Poll Taxes of 1919 and Delinquent Polls Paid.

1919-1920. Counties.	Assessed.	Collected.	Delinquent Polls Paid.	Total.
In State	$85,357.00	$102,001.63	$43,429.76	$145,431.39
Alachua	2,642.00	3,012.00	1,004.00	4,016.00
Baker	595.00	486.00	336.00	822.00
Bay	713.00	1,276.00	477.00	1,753.00
Bradford	1,240.00	1,538.00		1,538.00
Brevard	1,475.00	407.00	62.00	469.00
Broward	920.00	612.00	308.00	920.00
Calhoun	1,073.00	1,048.00	280.00	1,328.00
Citrus	412.00	816.00	301.00	1,117.00
Clay	708.00	866.00	269.00	1,135.00
Columbia	1,385.00	1,487.00	116.00	1,603.00
Dade	2,744.00	3,872.00	1,564.00	5,436.00
DeSoto	984.00	3,026.00	2,309.00	5,335.00
Duval	9,396.00	13,146.00	12,022.48	25,168.48
Escambia	6,477.00	4,583.00	1,782.00	6,365.00
Flagler	161.00	300.00	144.00	444.00
Franklin	616.00	545.00	202.00	747.00
Gadsden	1,640.00	2,278.34	124.70	2,403.04
Hamilton	1,016.00	971.00	416.00	1,387.00
Hernando	923.00	623.00	328.00	951.00
Hillsborough	5,525.00	8,040.00	5,413.00	13,453.00
Holmes	1,446.00	2,224.00		2,224.00
Jackson	5,042.00	3,295.00	551.00	3,846.00
Jefferson	1,186.00	786.00	235.00	1,021.00
Lafayette	886.00	989.29		989.29
Lake	1,213.00	1,457.00	119.00	1,576.00
Lee	536.00	1,179.00	295.00	1,474.00
Leon	1,000.00	1,567.00	454.00	2,021.00
Levy	810.00	1,415.00	283.00	1,698.00
Liberty	471.00	679.00	177.00	856.00
Madison	1,896.00	1,500.00	103.00	1,603.00
Manatee	1,235.00	2,537.00	294.00	2,831.00
Marion	2,606.00	3,121.00	456.00	3,577.00
Monroe	940.00	1,690.00		1,690.00
Nassau	604.00	803.00	334.00	1,137.00
Okaloosa	1,000.00	850.00		850.00
Okeechobee	268.00	465.00	186.00	651.00
Orange	1,489.00	1,523.00	1,004.00	2,527.00
Osceola	327.00	862.00	318.00	1,180.00
Palm Beach	663.00	2,014.00	1,195.00	3,209.00
Pasco	811.00	1,111.00	263.00	1,374.00
Pinellas	1,664.00	2,306.00	2,856.58	5,162.58
Polk	5,000.00	4,224.00	1,544.00	5,768.00
Putnam	924.00	1,654.00	527.00	2,181.00
St. Johns	617.00	1,245.00	566.00	1,811.00
St. Lucie	536.00	1,169.00	703.00	1,872.00
Santa Rosa	1,500.00	1,540.00	596.00	2,136.00
Seminole	1,051.00	1,292.00	538.00	1,830.00
Sumter	845.00	1,009.00		1,009.00
Suwannee	2,034.00	1,293.00	201.00	1,494.00
Taylor	1,142.00	1,185.00		1,185.00
Volusia	2,013.00	2,918.00	1,257.00	4,175.00
Wakulla	667.00	540.00	93.00	633.00
Walton	1,579.00	1,351.00	450.00	1,801.00
Washington	979.00	1,276.00	373.00	1,649.00

TABLE XVI.—PART IV.—District Taxes of 1919.

1919-1920. Counties.	Number of Districts.	Assessed.	Collected.	Delinquent Taxes Paid.	Total Collected.
In State	883	$1,525,839.56	$1,300,164.17	$118,965.98	$1,419,130.15
Alachua	42	45,936.84	34,779.37	7,759.05	42,538.42
Baker	17	5,251.50	4,760.36	2,577.89	7,338.25
Bay	13	12,412.53	10,515.50	675.87	11,191.37
Bradford	31	16,737.69	12,966.85	28.87	12,995.72
Brevard	5	34,757.92	12,939.11		12,939.11
Broward	5	25,032.32	20,878.54	4,733.69	25,612.23
Calhoun	22	6,132.88	4,383.43	1,528.25	5,911.68
Citrus	16	7,575.43	6,831.19	996.75	7,827.94
Clay	6	6,460.62	4,569.82	26.53	4,596.35
Columbia	11	7,172.54	5,832.39	210.71	6,043.10
Dade	9	95,343.26	93,879.06	2,403.59	96,282.65
DeSoto	41	61,438.51	36,737.84	10,928.33	47,666.17
Duval	1	263,607.97	230,039.00	21,852.02	251,891.02
Escambia	16	8,698.77	4,856.77	2,785.59	7,642.36
Flagler	2	3,601.59	3,130.97	394.12	3,525.09
Franklin	3	4,576.58	4,571.50	389.67	4,961.17
Gadsden	13	9,838.87	9,517.34	16.18	9,533.52
Hamilton	4	15,500.20	2,634.14	559.94	3,194.08
Hernando	9	9,750.17	8,519.83	1,340.55	9,860.38
Hillsborough	57	193,012.36	188,744.07	9,806.92	198,550.99
Holmes	40	7,518.60	6,919.26	138.05	7,057.31
Jackson	8	14,072.83	11,898.65	495.94	12,394.59
Jefferson	9	6,652.43	8,187.23	11.88	8,199.11
Lafayette	16	9,295.03	8,820.11	487.45	9,307.56
Lake	36	17,055.74	16,194.83	1,018.21	17,213.04
Lee	14	31,495.14	30,635.58	674.51	31,310.09
Leon	1	6,066.13	4,125.84	669.73	4,795.57
Levy	26	15,969.38	14,940.76	354.49	15,295.25
Liberty	4	1,022.49	873.24	.26	873.50
Madison	13	6,699.24	3,980.19	1,511.74	5,491.93
Manatee	40	22,248.69	19,355.18	4,158.63	23,513.81
Marion	41	33,794.12	30,370.70	2,836.62	33,207.32
Monroe					
Nassau	4	4,920.24	5,391.61	553.82	5,945.43
Okaloosa	9	7,200.75	4,903.71		4,903.71
Okeechobee	4	11,008.40	6,990.45	247.34	7,237.79
Orange	19	46,652.85	45,237.46	1,450.17	46,687.63
Osceola	5	2,414.01	2,275.09	209.11	2,484.20
Palm Beach	8	48,840.38	42,461.54	2,407.98	44,869.52
Pasco	30	18,296.03	16,396.74	1,077.59	17,474.33
Pinellas	14	76,835.24	66,309.63	8,136.24	74,445.87
Polk	25	84,913.41	78,554.38	10,827.07	89,381.45
Putnam	19	22,903.43	19,900.89	153.06	20,053.95
St. Johns	1	1,726.17	882.85	33.15	916.00
St. Lucie	13	25,322.05	20,314.51	1,058.81	21,373.32
Santa Rosa	11	5,861.91	4,881.70	377.48	5,259.18
Seminole	6	19,832.06	18,646.90	1,126.05	19,772.95
Sumter	22	13,991.52	11,803.41	497.04	12,300.45
Suwannee	24	15,913.15	13,590.27	1,872.00	15,462.27
Taylor	23	20,034.80		3,744.02	3,744.02
Volusia	23	74,453.83	70,239.00	2,811.29	73,050.29
Wakulla	7	1,287.60	661.03	439.48	1,100.51
Walton	25	11,582.58	6,887.79	243.01	7,130.80
Washington	20	7,120.78	6,446.56	329.24	6,775.80

TABLE XVII.—School Fund Receipts of 1919.
PART I.—Their Sources.

1919-1920. Counties.	Total Receipts.	Cash From Last Year.	County Taxes.	Poll Taxes.	District Taxes.
In State	$10,704,402.97	$1,786,584.02	$3,251,336.05	$145,431.39	$1,419,130.15
Alachua	325,227.21	26,055.01	78,053.32	4,016.00	42,538.42
Baker	55,978.05	4,442.13	21,487.09	822.00	7,338.25
Bay	74,172.64	6,412.99	30,021.66	1,753.00	11,191.37
Bradford	116,668.92	16,297.11	27,688.99	1,538.00	12,995.72
Brevard	253,394.61	102,679.20	48,579.38	469.00	12,939.11
Broward	117,030.02	19,823.53	35,182.43	920.00	25,612.23
Calhoun	55,609.48	13,184.60	18,551.67	1,328.00	5,911.68
Citrus	70,779.19	3,114.87	27,834.46	1,117.00	7,827.94
Clay	42,518.45	6,697.43	20,898.41	1,135.00	4,596.35
Columbia	89,400.05	15,087.62	35,037.28	1,603.00	6,043.10
Dade	591,651.71	65,637.00	135,883.59	5,436.00	96,282.65
DeSoto	435,240.02	77,300.27	77,792.37	5,335.00	47,666.17
Duval	1,602,856.00	133,455.06	508,238.97	25,168.48	251,891.02
Escambia	455,326.57	19,035.90	145,924.51	6,365.00	7,642.36
Flagler	31,990.04	4,812.35	14,359.53	444.00	3,525.09
Franklin	55,030.74	8,737.73	15,653.09	747.00	4,961.17
Gadsden	137,509.19	6,869.54	37,772.47	2,403.04	9,533.52
Hamilton	40,235.97	11,371.65	17,698.47	1,387.00	3,194.08
Hernando	120,691.16	5,777.16	21,758.27	951.00	9,860.38
Hillsborough	1,091,215.86	194,070.99	326,518.42	13,453.00	198,550.99
Holmes	106,186.14	9,876.02	19,541.20	2,224.00	7,057.31
Jackson	169,152.51	7,482.51	39,987.87	3,846.00	12,394.59
Jefferson	53,636.00	9,952.26	28,167.33	1,021.00	8,199.11
Lafayette	99,573.22	20,260.32	33,484.96	989.29	9,307.56
Lake	130,719.31	26,020.48	55,662.05	1,576.00	17,213.04
Lee	191,922.93	20,494.45	71,083.09	1,474.00	31,310.09
Leon	97,504.71	2,600.16	34,533.77	2,021.00	4,795.57
Levy	104,996.78	19,608.64	34,517.13	1,698.00	15,295.25
Liberty	33,602.09	5,202.43	13,514.92	856.00	873.59
Madison	77,767.05	6,373.62	30,180.90	1,603.00	5,491.93
Manatee	313,758.67	77,248.23	76,025.31	2,831.00	23,513.81
Marion	216,218.28	51,030.16	56,483.20	3,577.00	33,207.32
Monroe	73,624.79	6,769.75	53,630.58	1,690.00	
Nassau	66,701.80	23,290.11	32,789.52	1,137.00	5,945.43
Okaloosa	66,432.86	3,032.29	23,784.17	850.00	4,903.71
Okeechobee	75,878.12	17,336.97	25,825.14	651.00	7,237.79
Orange	190,879.06	47,381.28	79,564.38	2,527.00	46,687.63
Osceola	79,153.51	2,046.77	46,358.53	1,180.00	2,484.20
Palm Beach	295,983.43	55,563.22	82,716.42	3,209.00	44,869.52
Pasco	122,030.92	16,048.50	42,757.89	1,374.00	17,474.33
Pinellas	414,300.32	64,879.65	98,105.76	5,162.58	74,445.87
Polk	458,516.66	168,434.51	156,747.30	5,768.00	89,381.45
Putnam	181,099.31	104,715.76	47,171.39	2,181.00	20,053.95
St. Johns	92,764.99	2,336.18	53,556.92	1,811.00	916.00
St. Lucie	140,188.90	31,995.08	46,461.50	1,872.00	21,373.32
Santa Rosa	90,337.75	8,291.91	35,106.36	2,136.00	5,259.18
Seminole	128,680.37	15,435.06	40,358.12	1,830.00	19,772.95
Sumter	80,488.60	18,582.09	22,967.60	1,009.00	12,300.45
Suwannee	126,854.78	42,888.00	35,539.00	1,494.00	15,462.27
Taylor	60,489.24	27,100.89	8,798.31	1,185.00	3,744.02
Volusia	434,706.86	98,496.74	124,014.28	4,175.00	73,050.29
Wakulla	25,094.84	8,389.66	7,247.08	633.00	1,100.51
Walton	57,260.01	10,796.35	29,035.78	1,801.00	7,130.80
Washington	85,372.28	15,761.83	20,683.91	1,649.00	6,775.30

TABLE XVII.—School Fund Receipts of 1919.
PART II.—Their Sources.

1919-1920. Counties.	From State Apportionment.		Tuition Non-Resident Pupils.	Loans.	Sale of Bonds.	All Other Sources.
	Interest Fund.	One Mill Tax.				
In State	$68,338.20	$359,168.94	$1,509.32	$1,726,187.15	$936,330.87	$1,010,386.88
Alachua	2,789.92	15,229.28		150,800.00		5,745.26
Baker	413.93	2,163.37		19,253.43		57.85
Bay	795.00	4,155.00		16,883.00		2,960.62
Bradford	1,180.31	6,168.79		48,763.00		2,037.00
Brevard	620.10	3,240.90	71.00	7,500.00		77,295.92
Broward	430.36	2,249.24		16,885.00	12,101.00	3,826.23
Calhoun	521.52	2,725.68		9,000.00		4,386.33
Citrus	419.76	2,193.84		24,700.00		3,571.32
Clay	403.33	2,107.97			6,000.00	679.96
Columbia	1,197.27	7,659.63		22,409.81		362.34
Dade	2,317.69	12,113.21		253,513.37	15,206.00	5,262.20
DeSoto	1,933.97	10,107.73	628.32	70,600.00	88,950.56	54,925.63
Duval	6,888.94	36,004.46		20,000.00	325,000.00	296,209.07
Escambia	2,995.03	15,653.27	4.00	65,500.00		192,206.50
Flagler	139.39	473.40		8,000.00		236.28
Franklin	296.80	1,551.20		23,030.00		53.75
Gadsden	1,735.22	9,068.98		22,750.00	39,001.00	8,375.42
Hamilton	896.23	4,684.07		300.00		704.47
Hernando	381.60	1,994.40		41,200.00	36,739.00	2,029.35
Hillsborough	5,969.92	31,201.28		112,000.00	158,955.16	50,496.10
Holmes	1,036.15	5,415.35		30,517.50		30,518.61
Jackson	2,550.89	13,332.01	38.00	31,002.00	39,275.01	19,243.63
Jefferson	620.63	3,243.67				2,432.00
Lafayette	582.47	3,044.23		30,425.00		1,479.39
Lake	887.75	4,639.75				24,720.24
Lee	702.78	3,673.02		59,300.00		3,885.50
Leon	1,583.64	8,276.76	100.00	38,151.22		5,442.59
Levy	894.11	4,672.99		26,800.00		1,510.66
Liberty	439.90	2,340.50		9,999.18		375.66
Madison	1,530.64	7,999.76		20,500.00		4,087.20
Manatee	1,253.98	6,553.82		44,000.00	70,498.64	11,833.88
Marion	2,082.90	10,886.10	265.95	45,300.00		13,385.65
Monroe	919.02	4,803.18		4,000.00		1,812.26
Nassau	486.01	2,540.09				513.64
Okaloosa	654.55	3,532.55		19,869.11		9,806.48
Okeechobee	159.53	833.77		16,500.00		7,333.92
Orange	1,329.77	6,949.93		1,240.75		5,198.32
Osceola	584.59	3,055.31		20,500.00		2,944.11
Palm Beach	940.75	4,916.75	100.00	66,577.17	12,000.00	25,090.60
Pasco	671.51	3,552.79		37,250.00		2,901.90
Pinellas	1,754.30	9,168.70		46,000.00	94,966.72	19,816.74
Polk	2,957.40	15,456.60		17,000.00		2,771.10
Putnam	999.05	5,221.45				756.71
St. Johns	691.65	3,614.85		28,900.00		938.39
St. Lucie	557.56	2,914.04		27,700.00		7,315.40
Santa Rosa	1,014.95	5,304.55		32,700.00		524.80
Seminole	807.19	4,218.71		18,696.00	24,919.38	2,642.96
Sumter	673.63	3,520.67		4,321.51	12,718.40	4,395.25
Suwannee	1,838.57	9,609.13		19,038.77		985.04
Taylor	603.67	3,155.03		13,500.00		2,402.32
Volusia	1,727.27	9,027.43	132.05	49,500.00		74,583.80
Wakulla	387.43	2,024.87		4,500.00		812.29
Walton	1,052.05	5,498.45	120.00			1,825.58
Washington	1,035.62	5,426.43	50.00	29,311.33		4,878.36

TABLE XVIII.—PART I.—Total Expenditures of Public School Funds.

1919-1920. Counties.	Total Warrants Drawn.	Warrants for Borrowed Money.	Bonds Issued and Sold During the Year.
In State	$9,599,261.75	$2,157,073.37	$439,000.00
Alachua	253,874.17	31,784.33	
Baker	50,208.28	15,898.43	
Bay	63,730.63	15,038.00	
Bradford	125,093.13	48,763.00	
Brevard	220,621.41	64,306.88	
Broward	86,263.61		
Calhoun	42,017.57	6,000.00	
Citrus	64,840.45	22,500.00	
Clay	33,044.59	6,000.00	
Columbia	80,673.61	19,176.66	
Dade	524,696.89	199,300.00	
DeSoto	387,826.14	108,392.00	85,000.00
Duval	1,613,628.23	325,000.00	
Escambia	532,805.34	241,804.00	
Flagler	26,656.31		
Franklin	43,455.61	23,030.00	
Gadsden	134,963.45	21,250.00	38,000.00
Hamilton	31,425.43	800.00	
Hernando	145,397.15	35,000.00	35,000.00
Hillsboro	831,996.37	267,000.00	
Holmes	98,551.03	37,400.00	
Jackson	188,084.95	95,737.73	
Jefferson	36,631.80		
Lafayette	83,279.27	30,769.75	
Lake	97,705.98		
Lee	200,041.12	56,600.00	
Leon	86,462.02	10,592.64	
Levy	84,820.42	22,100.00	
Liberty	33,246.00		
Madison	80,034.84		
Manatee	241,779.35	27,334.72	80,000.00
Marion	169,874.98	55,700.00	
Monroe	63,974.40	4,000.00	
Nassau	32,979.89		
Okaloosa	60,182.44	20,750.00	
Okeechobee	67,449.48	13,600.00	
Orange	162,689.69	17,763.42	
Osceola	72,629.10	13,500.00	
Palm Beach	235,025.79	43,522.61	
Pasco	103,412.05	32,622.00	
Pinellas	459,502.44	17,000.00	116,000.00
Polk	298,973.32	17,000.00	
Putnam	151,864.38		
St. Johns	88,401.01	24,500.00	
St. Lucie	121,224.13	26,700.00	
Santa Rosa	88,142.63	27,200.00	
Seminole	122,498.56	28,687.20	25,000.00
Sumter	68,147.39	6,450.00	
Suwannee	88,065.96		
Taylor	52,585.43		
Volusia	413,989.56	46,500.00	60,000.00
Wakulla	18,575.35		
Walton	49,686.32		
Washington	85,531.80	30,000.00	

TABLE XVIII.—PART II.—Total Expenditures of Public School Funds.

1919-1920. Counties.	Expenditures.			
	Total.	For Buildings and Equipment.	For Schools Proper.	For Administration.
In State	$7,003,188.38	$1,042,249.34	$4,396,248.91	$1,564,690.13
Alachua	222,089.84	25,367.65	131,545.75	65,176.44
Baker	34,309.85	5,433.48	24,188.89	4,687.48
Bay	48,692.63	493.66	39,916.83	8,282.14
Bradford	76,330.13	4,406.59	57,496.21	14,427.33
Brevard	156,314.53	69,813.70	63,756.12	22,744.71
Broward	86,263.61	2,166.89	45,325.90	38,770.82
Calhoun	36,017.57	4,219.62	24,655.92	7,142.03
Citrus	42,340.45	2,364.84	30,783.89	9,191.72
Clay	27,044.59	567.98	20,075.42	6,401.19
Columbia	61,496.95	1,494.41	52,953.68	7,048.86
Dade	325,396.89	56,093.70	227,101.80	42,201.39
DeSoto	194,434.14	26,888.74	152,133.49	15,411.91
Duval	1,288,628.23	235,657.92	474,478.36	578,491.95
Escambia	291,001.34	78,608.63	172,278.82	40,113.89
Flagler	26,656.31	1,881.97	15,772.82	9,001.52
Franklin	20,425.61	564.19	15,462.21	4,399.21
Gadsden	75,713.45	5,445.11	59,614.73	10,653.61
Hamilton	30,625.43	3,159.92	24,274.67	3,190.84
Hernando	75,397.15	40,957.12	22,619.36	11,820.67
Hillsborough	564,996.37	37,343.24	441,396.71	86,256.42
Holmes	61,151.03	1,433.27	29,566.72	30,151.04
Jackson	92,347.22	15,577.70	65,246.25	11,523.27
Jefferson	36,631.80	211.49	29,307.11	7,113.20
Lafayette	52,509.52	3,233.72	42,591.00	6,684.80
Lake	97,705.98	726.62	77,767.72	19,211.64
Lee	143,441.12	14,967.15	109,362.44	19,111.53
Leon	75,869.38	5,262.15	59,180.73	11,426.50
Levy	62,720.42	10,584.74	42,716.04	9,419.64
Liberty	33,246.00	7,184.93	14,675.02	11,386.05
Madison	80,034.84	10,487.26	49,152.27	20,395.31
Manatee	134,445.13	9,478.94	103,284.97	21,681.22
Marion	114,174.98	3,447.05	92,075.94	18,651.99
Monroe	59,974.40	9,701.93	43,506.21	6,766.26
Nassau	32,979.89	1,105.30	27,538.99	4,335.60
Okaloosa	39,432.44	5,599.22	25,872.38	7,960.84
Okeechobee	53,849.48	13,366.59	25,116.75	15,366.14
Orange	144,926.27	15,351.21	118,722.86	10,852.20
Osceola	59,129.10	1,234.15	50,864.87	7,030.08
Palm Beach	191,503.18	34,022.27	98,926.44	58,554.47
Pasco	70,790.05	2,936.77	55,659.27	12,194.01
Pinellas	326,502.44	97,365.18	172,636.97	56,500.29
Polk	281,973.32	5,185.16	237,065.54	39,722.62
Putnam	151,864.38	69,866.02	69,209.66	12,788.70
St. Johns	63,901.01	471.49	51,227.26	12,202.26
St. Lucie	94,524.13	13,713.71	60,652.41	20,158.01
Santa Rosa	60,942.63	9,237.39	41,821.50	9,883.74
Seminole	68,811.36	2,866.33	52,993.23	12,951.80
Sumter	61,697.39	10,761.21	36,469.21	14,466.97
Suwannee	88,065.96	3,490.09	54,946.52	29,629.35
Taylor	52,585.43	1,206.74	39,469.10	11,909.59
Volusia	307,489.56	48,567.33	235,148.40	23,773.83
Wakulla	18,575.35	1,126.76	14,495.88	2,952.71
Walton	49,686.32	1,337.37	39,591.99	8,756.96
Washington	55,531.80	8,212.74	33,555.68	13,763.38

TABLE XIX.—Expenditures for Buildings and Equipment by District and County Funds, Itemized.

PART I.—Total, District Funds, County Funds, and for Lots.

1919-1920. Counties.	Total.	District Funds.	County Funds.	Lots.	
				District Funds.	County Funds.
In State	$1,042,249.34	$657,695.30	$384,554.04	$59,425.01	$30,656.99
Alachua	25,367.65	20,705.52	4,662.13	15,573.50	
Baker	5,433.48	388.29	5,045.19	10.00	
Bay	493.66	493.66			
Bradford	4,406.59	934.75	3,471.84		80.00
Brevard	69,813.70	63,185.85	6,627.85		80.00
Broward	2,166.89	1,738.19	428.70	1,250.00	
Calhoun	4,219.62	1,325.60	2,894.02		
Citrus	2,364.84	25.00	2,339.84		
Clay	567.98		567.98		
Columbia	1,494.41	88.65	1,405.76		
Dade	56,093.70	39,337.16	16,756.54	4,301.07	985.66
DeSoto	26,888.74	26,762.99	125.75	7.44	
Duval	235,657.92	150,822.34	84,835.58		16,019.55
Escambia	78,608.63	3,445.50	75,163.13	290.00	1,137.03
Flagler	1,881.97		1,881.97		
Franklin	564.19	255.34	308.85		
Gadsden	5,445.11	3,477.51	1,967.60		
Hamilton	3,159.92	600.00	2,559.92		
Hernando	40,957.12	36,864.00	4,093.12	400.00	
Hillsborough	37,343.24	35,041.94	2,301.30	25,000.00	
Holmes	1,433.27	1,249.25	184.02		
Jackson	15,577.70	1,187.68	14,390.02	165.34	490.00
Jefferson	211.49	143.16	68.33		
Lafayette	3,233.72	556.32	2,677.40		
Lake	726.62	591.74	134.88		
Lee	14,967.15	6,349.42	8,617.73	77.50	
Leon	5,262.15		5,262.15		
Levy	10,584.74	1,525.60	9,059.14		
Liberty	7,184.93	350.00	6,834.93		
Madison	10,487.26	283.70	10,203.56		
Manatee	9,478.94	927.60	8,551.34		1,028.27
Marion	3,447.05	1,143.11	2,303.94		
Monroe	9,701.93		9,701.93		7,970.50
Nassau	1,105.30		1,105.30		
Okaloosa	5,599.22	444.40	5,154.82		
Okeechobee	13,366.59	10,812.01	2,554.58		
Orange	15,351.21	15,351.21		756.86	
Osceola	1,234.15	177.79	1,056.36		
Palm Beach	34,022.27	31,701.32	2,320.95	2,500.80	60.45
Pasco	2,936.77	144.68	2,792.09		420.00
Pinellas	97,365.18	95,573.22	1,791.96	7,650.00	
Polk	5,185.16	5,185.16		666.00	
Putnam	69,866.02	63,284.73	6,581.29		250.00
St. Johns	471.49		471.49		
St. Lucie	13,713.71	492.78	13,220.93		1,467.33
Santa Rosa	9,237.39	814.13	8,423.26		46.00
Seminole	2,866.33	2,866.33			
Sumter	10,761.21	9,569.27	1,191.94		278.40
Suwannee	3,490.09	162.97	3,327.12		95.00
Taylor	1,206.74	787.00	419.74		
Volusia	48,567.33	19,801.67	28,765.66	776.50	215.80
Wakulla	1,126.76	21.50	1,105.26		
Walton	1,337.37	150.00	1,187.37		
Washington	8,212.74	555.26	7,657.48		33.00

TABLE XIX.—Expenditures for Buildings and Equipment by District and County Funds, Itemized.

PART II.—New Buildings, Furniture, Apparatus, and Libraries.

1919-1920. Counties. *	For New Buildings.		For Furniture.		For Apparatus.		For Libraries.	
	District Funds.	County Funds.	District Funds.	County Funds.	District Funds.	County Funds.	District Funds.	County Funds.
In State	$529,884	$253,103	$39,956	$67,242	$25,639	$32,072	$2,789	$1,478
Alachua	2,658	4,662	1,367		1,106			
Baker		4,094		951			378	
Bay	155		263		74			
Bradford	100	3,391	24		810			
Brevard	63,185	5,912		499		135		
Broward	57		358	228	72	200		
Calhoun	122	1,536	463	1,265	739	91		
Citrus	25	1,865		264		210		
Clay		557		10				
Columbia			88	1,405				
Dade	25,662	7,967	9,373	6,796		1,006		
DeSoto	24,306		2,236	125	212			
Duval	150,822	37,083		14,970		16,762		
Escambia	2,580	73,954	575					71
Flagler		1,004		678		183		15
Franklin	25		230	298				10
Gadsden	3,000		454	1,967	23			
Hamilton	600	1,007		1,228				323
Hernando	35,485		734	4,093	243			
Hillsborough	4,199	1,488	4,819	813	1,023			
Holmes	69	184			1,179			
Jackson	601	13,735	317	60	49	104	54	
Jefferson		47	106	20	36			
Lafayette	99	110	197	1,375	202	1,043	57	147
Lake			196	90	366	43	28	
Lee	166	3,790	1,265	2,064	4,840	2,762		
Leon		3,244		1,793		150		75
Levy		3,986	103	1,968	1,421	3,103		
Liberty	350	6,783		51				
Madison	16	10,203	90		50		126	
Manatee	611	5,552	291	1,146	17	557	6	266
Marion	729	1,391	72	804	341	107		
Monroe		810		720		200		
Nassau				1,105				
Okaloosa		1,404	444	2,789		795		165
Okeechobee	10,345	2,426	463	25	3	102		
Orange	8,072		5,505		336		679	
Osceola		658	156	288			21	109
Palm Beach	23,973	1,201	4,734	116	450	854	42	88
Pasco	59	1,626	35	557	49	188		
Pinellas	81,166	1,660	52	131	6,703			
Polk	1,273		808		2,437			
Putnam	62,897	3,114	177	2,307	209	909		
St. Johns				268				202
St. Lucie	177	10,790	81	514	234	448		
Santa Rosa	200	5,022		3,292		61	614	
Seminole			2,775		90			
Sumter	9,468		15	913	85			
Suwannee	43	3,232	88		31			
Taylor			95	82	691	337		
Volusia	16,461	22,342	747	4,568	1,043	1,635	772	3
Wakulla		401	11	703			10	
Walton	100	1,074	50	113				
Washington	14	3,778	81	3,769	460	76		

*Cents omitted in this Table.

TABLE XX.—Expenditures for "Schools Proper"; Itemized by District and County Funds.

PART I.—Total, District Funds, County Funds, and Salaries of Teachers.

1919-1920. Counties.	Total.	District Funds.	County Funds.	Salaries of Teachers.	
				District Funds.	County Funds.
In State	$4,396,248.91	$883,564.03	$3,512,684.88	$455,752.10	$2,991,486.04
Alachua	131,545.75	25,176.30	106,369.45	13,389.75	98,130.00
Baker	24,188.89	6,500.69	17,688.20	4,430.88	15,473.37
Bay	39,916.83	10,153.64	29,763.19	5,997.00	28,731.60
Bradford	57,496.21	8,216.82	49,279.39	2,683.50	43,171.75
Brevard	63,756.12	10,355.48	53,400.64	5,612.50	40,840.00
Broward	45,325.90	10,655.57	34,670.33	6,053.50	27,351.75
Calhoun	24,655.92	4,095.46	20,560.46	2,662.00	19,985.50
Citrus	30,783.89	6,729.69	24,054.20	3,793.75	20,991.75
Clay	20,075.42	5,398.70	14,676.72	5,265.00	11,325.00
Columbia	52,953.68	7,772.90	45,180.78	6,441.25	41,006.16
Dade	227,101.80	43,349.94	183,751.86	32,550.38	132,676.85
DeSoto	152,133.49	55,616.05	96,517.44	14,336.96	92,196.27
Duval	474,478.36		474,478.36		370,143.06
Escambia	172,278.82	6,427.47	165,851.35	5,639.25	128,617.19
Flagler	15,772.82	4,204.15	11,568.67	2,812.50	9,936.25
Franklin	15,462.21	1,170.00	14,292.21	1,140.00	12,447.50
Gadsden	59,614.73	12,751.32	46,863.41	6,983.16	45,266.80
Hamilton	24,274.67	2,236.17	22,038.50	1,640.00	20,196.50
Hernando	22,619.36	7,130.46	15,488.90	4,124.00	14,680.00
Hillsborough	441,396.71	118,763.72	322,632.99	59,092.50	309,227.75
Holmes	29,566.72	7,315.58	22,251.14	5,638.90	21,385.75
Jackson	65,246.25	11,079.73	54,166.52	8,807.86	53,496.62
Jefferson	29,307.11	8,451.55	20,855.56	5,834.50	16,491.05
Lafayette	42,591.00	7,412.89	35,178.11	4,431.75	31,855.00
Lake	77,767.72	22,150.66	55,617.06	13,277.50	49,607.25
Lee	109,362.44	23,770.36	85,592.08	6,782.36	62,035.13
Leon	59,180.73	4,714.54	54,466.19	3,800.00	41,630.00
Levy	42,716.04	9,226.13	33,489.91	7,245.00	30,332.50
Liberty	14,675.02	346.75	14,328.27	300.00	11,555.00
Madison	49,152.27	8,525.67	40,626.60	6,793.25	35,241.50
Manatee	103,284.97	25,784.88	77,500.09	18,697.50	63,155.33
Marion	92,075.94	20,624.71	71,451.23	14,562.75	65,002.50
Monroe	43,506.21		43,506.21		36,622.75
Nassau	27,538.99	6,357.25	21,181.74	6,057.75	16,134.75
Okaloosa	25,872.38	2,182.24	23,690.14	1,731.47	21,705.00
Okeechobee	25,116.75	6,931.96	18,184.79	1,975.29	13,571.75
Orange	118,722.86	35,295.71	83,427.15	13,913.00	75,428.50
Osceola	50,864.87	1,759.04	49,105.83	805.00	40,567.33
Palm Beach	98,926.44	31,202.69	67,723.75	12,311.50	63,776.10
Pasco	55,659.27	13,550.44	42,108.83	8,344.00	31,008.87
Pinellas	172,636.97	47,589.75	125,047.22	9,133.72	113,210.92
Polk	237,065.54	68,146.04	168,919.50	37,861.50	168,919.50
Putnam	69,209.66	15,562.22	53,647.44	8,873.00	47,106.00
St. Johns	51,227.26	1,313.85	49,913.41	1,260.75	41,170.25
St. Lucie	60,652.41	17,085.92	43,566.49	7,702.50	35,332.50
Santa Rosa	41,821.50	4,549.24	37,272.26	3,960.00	31,621.25
Seminole	52,993.23	11,972.09	41,021.14	4,205.00	33,485.00
Sumter	36,469.21	13,151.16	23,318.05	11,752.00	21,443.50
Suwannee	54,946.52	5,993.93	48,952.59	3,199.75	46,285.00
Taylor	39,469.10	13,298.68	26,170.42	10,874.25	23,402.28
Volusia	235,148.40	74,153.62	160,994.78	16,695.00	104,301.50
Wakulla	14,495.88	2,498.90	11,996.98	2,473.00	11,064.75
Walton	39,591.99	7,323.30	32,268.69	6,625.88	28,677.88
Washington	33,555.68	7,538.02	26,017.66	5,178.49	22,467.98

TABLE XX.—Expenditures for "Schools Proper"; Itemized by District and County Funds.
PART II.—Repairs of Buildings, Insurance, Rent, and Free Books.

1919-1920. Counties.	Repairs of Buildings.		Insurance.		Rent.		Free Books.	
	District Funds.	County Funds.	District Funds.	County Funds.	District Funds.	County Funds.	District Funds.	County Funds.
In State	$95,084	$121,054	$20,203	$22,915	$3,900	$5,006	$6,927	$6,191
Alachua	4,092	579	942	161	455		22	
Baker	605	1,113					101	
Bay	1,519	200	343				3	
Bradford	468	1,476		768		20	79	1
Brevard	581	251	31	207	204	169		
Broward	500	1,304	160		36	110		56
Calhoun	241	73				80	67	
Citrus	208	286		345				924
Clay		1,436		230				8
Columbia	28	1,205		348	6			819
Dade	4,916	14,235	86	948		25		25
DeSoto	7,702		551		170		6	
Duval		39,232		2,579		1,321		81
Escambia		6,554	25	2,713		620		39
Flagler	1,220	731			8	45		
Franklin	30	227		256				
Gadsden	3,654	16	25	150				
Hamilton		632		155			15	
Hernando	123	68	585		430	20		
Hillsborough	14,171	663	2,054		590	50	896	6
Holmes	569	223		21			108	
Jackson	634	506	317		10			
Jefferson	652	233		599				
Lafayette	90	98					972	
Lake	3,192	813	397	450	120			
Lee	1,847	4,482	5,531	749			1,016	3,948
Leon	3	5,492		138	295	545		
Levy	192	2,009		654			60	5
Liberty		1,305						
Madison	55	1,723		1,037		23	614	
Manatee	703	4,419	269	258	33	216	476	17
Marion	1,634	2,095		2,668		25	130	
Monroe		789		620				31
Nassau		1,108		117		15		
Okaloosa	41	703		818				
Okeechobee	1,178	722	290	78			683	21
Orange	2,652		1,317				351	
Osceola	36	1,011		163		264		11
Palm Beach	5,843	1,119	1,043	78	209	61		
Pasco	988	1,822		1,851			128	5
Pinellas	7,325	1,589	2,749		16			
Polk	16,602		1,551		399		509	
Putnam	2,045	589	275	85	916	147	212	10
St. Johns		1,260		257		61		
St. Lucie	1,783	262		825		1,035	137	89
Santa Rosa		2,652		557		25		27
Seminole	740		1,098				195	
Sumter	324	763		246		35	46	
Suwannee	480	1,169	83	39				
Taylor	379	1,024		200				
Volusia	3,976	6,757	287	893			3	
Wakulla		535				50		
Walton	69	796		426		15	27	59
Washington	976	2,682	184	213		25	61	

*Cents omitted in this Table.

TABLE XX.—Expenditures for "Schools Proper"; Itemized by District and County Funds.

PART III.—Janitors, Fuel, Transportation of Pupils, and Incidentals.

1919-1920. Counties.	Janitors.		Fuel.		Transportation.		Incidentals.	
	District Funds.	County Funds.	District Funds.	County Funds.	District Funds.	County Funds.	District Funds.	County Funds.
In State	$58,950	$57,932	$13,615	$15,444	$41,460	$175,229	$187,669	$117,428
Alachua	3,425		855		847	7,495	1,146	2
Baker	85		27		600	439	650	662
Bay	576	339	362		100	465	1,251	27
Bradford	389		267			487	4,328	3,353
Brevard	465	585	153	119	2,323	8,690	983	2,537
Broward	853	1,396			1,732	2,460	1,320	1,990
Calhoun	83		106	73	64	173	869	174
Citrus	599	107	116	31	1,727	813	283	553
Clay		273		148	133	448		805
Columbia	551	12	105	139		1,498	639	150
Dade	1,303	11,554		873	372	17,064	4,120	6,348
DeSoto	2,306	22	67		703	4,298	29,771	
Duval		17,265		7,698		17,389		18,767
Escambia	69	4,280		2,070		10,895	693	10,060
Flagler	36	119	2	49	120	447	5	239
Franklin		535		445				379
Gadsden			354			300	1,732	1,130
Hamilton	224		110				245	1,054
Hernando	160	30	30	22	859	358	817	309
Hillsborough	15,550	1,070	2,587	431	5,224	9,443	18,597	1,741
Holmes			106			592	892	27
Jackson	160		197				952	162
Jefferson	204	123	289		980	3,272	489	136
Lafayette	59	216	39	45	1,074	2,207	745	755
Lake	1,502		294	12	844	4,670	2,521	63
Lee	2,344		51	85	980	8,304	5,217	5,987
Leon	182	1,043	9	581		2,060	423	2,973
Levy	373		56		116	420	1,183	67
Liberty		6		60		1,204	46	195
Madison	320		253			1,882	488	718
Manatee	1,279	2,345	49	322	2,952	4,903	1,323	1,861
Marion	1,026		335	3	663	1,256	2,272	400
Monroe		3,321		73				2,047
Nassau	144	362		287		2,445	155	710
Okaloosa			30	44	90	97	289	320
Okeechobee	467	528	1	25	2,211	2,928	123	308
Orange	3,589		894		604	7,998	11,973	
Osceola		1,304	32	159	325	3,268	560	2,355
Palm Beach	894	1,385	843	29	4,209	1,103	5,847	169
Pasco	1,020	172	182		2,269	6,104	618	1,143
Pinellas	2,376	4,732	756		956	5,51[illegible]	24,275	
Polk	4,248		809		1,269		4,893	
Putnam	1,063		352	30	90	5,384	1,733	294
St. Johns		1,873		958		902	53	3,430
St. Lucie	344	1,511	98		5,652	2,569	1,367	1,940
Santa Rosa		583		185	400		189	1,619
Seminole	2,170		118		26	7,527	3,418	8
Sumter	190		107			820	729	9
Suwannee	472	177	110			177	1,648	1,104
Taylor	42	370	47	131	632	680	1,322	361
Volusia	7,040		2,077	41		12,433	44,073	36,567
Wakulla						92	25	254
Walton	255	285		262	303	676	40	1,068
Washington	498		321			560	317	68

*Cents omitted in this Table.

TABLE XXI.—Expenditures for "Administration" Itemized.
PART I.—Cost of Officials.

1919-1920. Counties.	Total.	Salary of Superintendents	Traveling Expenses of Superintendents.	Per Diem and Mileage of School Boards.	Incidental Expenses of Board and Superintendent.
In State	$1,564,690.13	$110,606.80	$10,303.66	$25,413.07	$62,595.29
Alachua	65,176.44	2,400.00	115.28	332.40	1,266.79
Baker	4,687.48	1,500.00		319.50	381.29
Bay	8,282.14	2,100.00	104.16	161.70	215.29
Bradford	14,427.33	1,775.00	125.00	292.00	960.23
Brevard	22,744.71	1,800.00	15.00	818.74	918.35
Broward	38,770.82	1,999.92	33.54	239.60	445.83
Calhoun	7,142.03	1,450.00		365.60	253.96
Citrus	9,191.72	2,100.00	279.50	317.60	359.16
Clay	6,401.19	1,500.00		257.70	711.48
Columbia	7,048.86	1,475.00		285.80	223.85
Dade	42,201.39	3,500.20	422.03	704.40	6,536.99
DeSoto	15,411.91	2,400.00	600.00	1,231.30	552.21
Duval	578,491.95	5,000.00	265.28	1,068.00	10,281.96
Escambia	40,113.89	3,000.00	534.19	1,800.00	3,484.46
Flagler	9,001.52	1,475.00		140.60	28.64
Franklin	4,399.21	1,125.00	17.63	199.25	250.18
Gadsden	10,653.61	2,100.00		360.30	
Hamilton	3,190.84	1,200.00	15.45	235.84	63.53
Hernando	11,820.67	1,800.00	138.49	516.30	1,301.92
Hillsborough	86,256.42	3,600.00	425.00	609.80	3,407.18
Holmes	30,151.04	1,475.00		392.60	337.72
Jackson	11,523.27	1,800.00	163.40	679.20	804.34
Jefferson	7,113.20	1,200.00	40.40	276.60	763.91
Lafayette	6,684.80	1,500.00		401.00	2,114.35
Lake	19,211.64	1,775.00	499.80	556.20	1,047.13
Lee	19,111.53	2,200.00	425.94	403.20	482.28
Leon	11,426.50	2,400.00	23.50	343.20	415.74
Levy	9,419.64	1,500.00	25.43	295.80	430.82
Liberty	11,386.05	1,475.00	397.26	303.90	108.03
Madison	20,395.31	1,800.00	205.21	368.00	459.65
Manatee	21,681.22	2,400.00	438.28	486.40	1,358.90
Marion	18,651.99	1,925.00	103.73	510.75	654.55
Monroe	6,766.26	2,100.00	80.00	552.00	180.59
Nassau	4,335.60	1,200.00		370.30	269.26
Okaloosa	7,960.84	1,100.00		509.70	416.71
Okeechobee	15,366.14	1,500.00	158.89	314.60	480.30
Orange	10,852.20	1,800.04	990.83	333.00	1,060.43
Osceola	7,030.08	1,800.00	30.13	243.80	867.59
Palm Beach	58,554.47	3,300.00	524.93	594.40	2,890.08
Pasco	12,194.01	1,800.00	100.00	688.80	693.41
Pinellas	56,500.29	3,966.64	163.84	419.00	2,420.23
Polk	39,722.62	5,085.00	355.00	1,753.58	482.07
Putnam	12,788.70	1,800.00	275.00	482.80	210.00
St. Johns	12,202.26	1,975.00	22.18	135.50	1,318.30
St. Lucie	20,158.01	1,800.00	291.87	517.00	2,347.33
Santa Rosa	9,883.74	1,800.00		316.34	927.80
Seminole	12,951.80	1,800.00	300.00	250.00	582.80
Sumter	14,466.97	1,800.00	297.85	378.97	134.59
Suwannee	29,629.35	1,800.00		325.00	4,389.74
Taylor	11,909.59	1,800.00		301.80	377.49
Volusia	23,773.83	3,250.00	632.83	674.20	1,160.20
Wakulla	2,952.71	955.00	65.00	306.00	66.65
Walton	8,756.96	1,800.00	300.00	369.80	278.79
Washington	13,763.38	1,625.00	301.81	303.20	420.21

TABLE XXI.—Expenditures for "Administration" Itemized.
PART II.—Sundry Incidental Expenses, Interest, Etc.

1919-1920. Counties.	Printing.	Tuition County Line Pupils.	Institutes and Summer Schools.	Books, Furniture, &c., Not Distributed.	Interest on Debts, Bonds, &c.	All Other Purposes.
In State	$18,623.62	$2,338.99	$6,010.94	$114,679.63	$409,991.62	$804,126.51
Alachua	515.75			15,213.54	18,965.13	26,367.55
Baker	59.70		300.00	215.22	846.45	1,065.32
Bay	88.10				3,534.80	2,078.09
Bradford	220.02		1,400.00	1,123.50	8,052.14	479.44
Brevard	187.22	91.50	865.73		14,258.91	3,789.26
Broward	41.00			39.00	13,745.82	22,226.11
Calhoun	287.15			135.31	334.66	4,315.35
Citrus	429.96	163.50	399.22		1,017.30	4,125.48
Clay	282.46	756.10			940.85	1,952.60
Columbia	108.00				1,721.06	3,235.15
Dade	1,092.06		330.92	19,692.70	2,135.23	7,786.86
DeSoto	348.20				4,805.92	5,474.28
Duval	1,538.52			32,383.51	69,760.42	458,194.26
Escambia	1,279.54	10.00	560.86	12,712.40	14,523.51	2,208.93
Flagler	473.00				938.52	5,945.76
Franklin	120.08				2,244.87	442.20
Gadsden	55.00				4,988.87	3,149.44
Hamilton	150.64			200.00	99.97	1,225.41
Hernando	479.05			479.61	5,064.80	2,040.50
Hillsborough	626.85				42,864.46	34,723.13
Holmes	544.93	50.00		750.00	4,705.39	21,895.40
Jackson	510.89			888.12	3,302.76	3,374.56
Jefferson	94.25				3,475.13	1,262.91
Lafayette	261.85		450.00	760.17	1,197.43	
Lake	271.72			1,476.00	9,494.74	4,091.05
Lee	942.74			3,842.77	8,378.57	2,436.03
Leon	252.31				1,163.67	6,828.08
Levy	53.00				5,307.87	1,806.72
Liberty	147.50			1,280.91	618.87	7,054.58
Madison	215.26	120.25		1,652.24	999.04	14,575.66
Manatee	647.42		72.97	645.34	12,062.64	3,569.27
Marion	442.94	77.75			11,107.29	3,829.98
Monroe	35.00				38.67	3,780.00
Nassau	171.80			234.90	1,271.83	817.51
Okaloosa	131.50		235.00		3,374.37	2,193.56
Okeechobee	217.47		173.10	1,738.19	3,807.55	6,976.04
Orange	228.45				1,395.67	5,043.78
Osceola	97.50			235.87	776.67	2,978.52
Palm Beach	178.34	100.00	258.60	753.34	11,543.89	38,410.89
Pasco	202.50		484.64		4,598.86	3,625.80
Pinellas	1,111.17			5,121.28	36,593.38	6,704.75
Polk	412.93	628.32		5,467.99	15,862.81	9,674.92
Putnam	237.18		29.90	1,247.75	5,210.63	3,295.44
St. Johns	64.00				6,643.32	2,043.96
St. Lucie	182.50	122.00			10,030.33	4,866.98
Santa Rosa	194.10		450.00	268.61	4,877.78	1,049.11
Seminole	174.00	19.57		72.00	7,114.46	2,638.97
Sumter	457.04				2,627.76	3,770.76
Suwannee					7,760.38	15,354.23
Taylor	301.50			3,357.89	509.38	5,261.53
Volusia	635.90			1,284.17	5,874.00	10,262.53
Wakulla	53.00	200.00		273.92	20.00	1,013.14
Walton	296.51			1,133.38	1,872.82	2,705.66
Washington	474.12				5,529.97	5,109.07

TABLE XXII.—Financial Condition of County Boards July 1, 1920.
PART I.—Total Indebtedness of District and County Funds.

1919-1920 Counties.	Total.	District Funds.			County Funds.	
		Warrants Out-standing.	Time Warrants Out-standing.	Bonds Out-standing.	Warrants Out-standing.	Time Warrants Out-standing.
In State	$9,002,820.47	$92,067	$107,990	$5,680,850	$166,104	$2,955,806
Alachua	98,790.57	120	25,000	73,500	170	
Baker	13,765.46	623	718		4,608	7,815
Bay	42,876.23	243		42,000	632	
Bradford	126,426.02	3,890		64,000	50,535	8,000
Brevard	225,169.40	10		225,000	159	
Broward	181,644.09	69		96,000	57	85,517
Calhoun	21,131.91	778		15,000	5,353	
Citrus	7,087.25	9	5,000		78	2,000
Clay	10,985.68	90			3,257	7,638
Columbia	37,617.10	440	3,781		45	33,350
Dade	971,165.06	101		445,500	563	525,000
DeSoto	404,007.49	614	21,153	336,000	814	45,424
Duval	1,507,634.45			1,325,000	12,634	170,000
Escambia	324,780.85	135		11,500	2,841	310,304
Flagler	137.50				60	77
Franklin	37,281.00		600	30,000	91	6,590
Gadsden	44,369.62	3,827		40,500	42	
Hamilton	1,575.93	1,102			473	
Hernando	67,218.30	47		45,000	170	22,000
Hillsborough	920,726.83	264		480,000	462	440,000
Holmes	60,692.95	552		18,000	140	42,000
Jackson	55,572.15	231		40,000	340	15,000
Jefferson	44,200.47	195			4	44,000
Lafayette	8,000.28	336			7,663	
Lake	146,889.33	1,791		144,500	598	
Lee	167,434.81	1,203	9,200	95,000	2,031	60,000
Leon	10,874.19	279	10,000		594	
Levy	62,466.25	2,020		44,500	15,946	
Liberty	8,387.20	100			287	8,000
Madison	13,147.85	7,056			91	6,000
Manatee	401,270.72	497	500	18,000	773	381,500
Marion	163,815.98	420		82,500	10,095	70,800
Monroe	63,000.00					63,000
Nassau	5,227.57	4,719			507	
Okaloosa	44,271.53	63		27,500	458	16,250
Okeechobee	41,090.60	182		40,000	908	
Orange	196,650.90	3,149	503	191,650	1,347	
Osceola	193.09	176			17	
Palm Beach	157,096.85	195		153,900	1,001	2,000
Pasco	113,370.66	1,311		24,000	58	88,000
Pinellas	610,726.50	1,900		500,600	226	108,000
Polk	368,374.81	23,460	25,000	295,000	14,914	10,000
Putnam	95,955.63	5,440		85,000	5,515	
St. Johns	119,237.55				6,237	113,000
St. Lucie	148,314.43	41		69,000	273	79,000
Santa Rosa	24,656.68	1,732	400	20,000	2,524	
Seminole	115,000.00			115,000		
Sumter	42,809.39	23		24,700	585	17,500
Suwannee	124,326.27	700	452	70,000	77	53,096
Taylor	7,082.66	945			137	6,000
Volusia	388,469.75	20,221		300,000	8,247	60,000
Wakulla	387.75	62			325	
Walton	76,785.13	662		50,000	1,122	25,000
Washington	72,649.80	24	5,681	43,000		23,944

*Cents omitted in this Table except in total column.

TABLE XXII.—Financial Condition of County Boards July 1, 1920, by District and County Funds.

PART II.—Cash on Hand, Net Indebtedness, and Net Cash.

1919-1920. Counties.	Cash on Hand.		Net Indebtedness.		Net Cash.	
	District Funds.	County Funds.	District Funds.	County Funds.	District Funds.	County Funds.
In State	$1,607,273	$653,630	$4,303,221	$2,615,740	$29,585	$147,459
Alachua	15,567	50,244	83,053			50,074
Baker	4,802	4,687		7,736	3,460	
Bay	7,678	2,763	34,565			2,131
Bradford	16,621	562	51,268	57,972		
Brevard	31,811	1,029	193,198			870
Broward	37,700	2,154	58,369	83,420		
Calhoun	9,491	5,847	6,287			494
Citrus	4,157	638	851	1,440		
Clay	5,680	7,778		3,117	5,590	
Columbia	3,935	15,467	286	17,928		
Dade	47,082	3,146	398,519	522,416		
DeSoto	151,336	7,167	206,431	39,071		
Duval	225,901	109,672	1,099,098	72,961		
Escambia	4,716	79,607	6,918	233,538		
Flagler	1,330	4,080			1,330	3,9[illegible]
Franklin	9,085	3,736	21,514	2,944		
Gadsden	43,866	469	460			43[illegible]
Hamilton	1,467	6,956			364	6,482
Hernando	6,432	635	38,615	21,534		
Hillsborough	335,581	60,215	144,682	380,246		
Holmes	6,327	645	12,225	41,494		
Jackson	33,483	603	6,748	14,736		
Jefferson	2,854	8,331		35,673	2,658	
Lafayette	10,019	222		7,440	9,682	
Lake	20,610	10,416	125,680			9,818
Lee	6,051	10,693	99,351	51,337		
Leon	268	10,717	10,011			10,123
Levy	18,421	16,056	28,098			110
Liberty	351	328		7,958	251	
Madison	635	145	6,420	5,946		
Manatee	11,278	54,287	7,719	327,986		
Marion	25,171	4,096	57,749	76,798		
Monroe		4,158		58,841		
Nassau	4,260	26,699	459			26,192
Okaloosa	11,335	6,634	16,228	10,073		
Okeechobee	8,238	1,037	31,943			129
Orange	44,037	38	151,266	1,309		
Osceola	1,807	4,568			1,631	4,551
Palm Beach	46,568	5,064	107,527			2,062
Pasco	19,521	258	5,790	87,799		
Pinellas	63,302	4,884	439,197	103,342		
Polk	106,490	45,781	236,970			20,867
Putnam	26,905	5,515	63,534			
St. Johns	534	8,664		110,572	534	
St. Lucie	15,573	3,062	53,468	76,210		
Santa Rosa	5,029	35	17,102	2,488		
Seminole	25,483	5,555	89,516			5,555
Sumter	13,403	4,635	11,320	13,450		
Suwannee	20,718	20,032	50,434	33,140		
Taylor	4,027	2,320		3,816	3,082	
Volusia	83,296	4,890	236,925	63,357		
Wakulla	1,059	3,950			997	3,624
Walton	3,370	2,378	47,291	23,744		
Washington	2,589	10,053	46,116	13,890		

*Cents omitted in this Table.

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TABLE XXIII.—Balance Sheet, or Financial Condition of County Boards.

1919-1920. Counties.	Debits.		Credits.				
	Total Receipts Including Cash July 1, 1919.	Warrants and Bonds Extant July 1, 1920.	All School Expenditures.	Borrowed Money Paid.	Warrants and Bonds Extant July 1, 1919.	Cash on Hand July 1, 1920.	Bonds Issued and Sold During the Year.
In State	$10,704,402	$9,002,820	$7,003,188	$2,157,073	$7,847,057	$2,260,904	$439,000
Alachua	325,227	98,790	222,089	31,784	104,331	65,811	
Baker	55,978	13,765	34,309	15,898	10,045	9,490	
Bay	74,172	42,876	43,692	15,038	42,876	10,442	
Bradford	116,668	126,426	76,330	48,763	100,817	17,184	
Brevard	253,394	225,169	156,314	64,306	225,101	32,840	
Broward	117,030	181,644	86,263		172,555	39,854	
Calhoun	55,609	21,131	36,017	6,000	19,384	15,339	
Citrus	70,779	7,087	42,340	22,500	8,230	4,795	
Clay	42,518	10,985	27,044	6,000	7,000	13,459	
Columbia	89,400	37,617	61,496	19,176	26,940	19,402	
Dade	591,651	971,165	325,396	199,300	987,890	50,229	
DeSoto	435,240	404,007	194,434	108,392	292,916	158,504	85,000
Duval	1,602,856	1,507,634	1,288,628	325,000	1,161,287	335,574	
Escambia	455,326	324,780	291,001	241,804	162,978	84,323	
Flagler	31,990	137	26,656		60	5,411	
Franklin	55,030	37,281	20,425	23,030	36,034	12,821	
Gadsden	137,509	44,369	75,713	21,250	2,579	44,335	38,000
Hamilton	40,235	1,575	30,625	800	1,962	8,423	
Hernando	120,691	67,218	75,397	35,000	35,444	7,068	35,000
Hillsborough	1,091,215	920,726	564,996	267,000	784,148	395,797	
Holmes	106,186	60,692	61,151	37,400	61,355	6,972	
Jackson	169,152	55,572	92,347	95,737	2,552	34,086	
Jefferson	53,636	44,200	36,631		50,018	11,185	
Lafayette	99,573	8,000	52,509	30,769	14,051	10,242	
Lake	130,719	146,889	97,705		148,875	31,027	
Lee	191,922	167,434	143,441	56,600	142,571	16,745	
Leon	97,504	10,874	75,869	10,592	10,931	10,985	
Levy	104,996	62,466	62,720	22,100	48,164	34,478	
Liberty	33,602	8,387	33,246		8,062	680	
Madison	77,767	13,147	80,034		10,099	780	
Manatee	313,758	401,270	134,445	27,334	407,684	65,565	80,000
Marion	216,218	163,815	114,174	55,700	180,891	29,267	
Monroe	73,624	63,000	59,974	4,000	68,492	4,158	
Nassau	66,701	5,227	32,979		7,989	30,959	
Okaloosa	66,432	44,271	39,432	20,750	32,551	17,970	
Okeechobee	75,878	41,090	53,849	13,600	40,242	9,276	
Orange	190,879	196,650	144,926	17,763	180,764	44,075	
Osceola	79,153	193	59,129	13,500	341	6,375	
Palm Beach	295,983	157,096	191,503	43,522	166,422	51,632	
Pasco	122,030	113,370	70,790	32,622	112,208	19,780	
Pinellas	414,300	610,726	326,502	17,000	497,338	68,186	116,000
Polk	458,516	368,374	281,973	17,000	375,646	152,271	
Putnam	181,099	95,955	151,864		92,769	32,420	
St. Johns	92,764	119,237	63,901	24,500	114,402	9,198	
St. Lucie	140,188	148,314	94,524	26,700	148,643	18,635	
Santa Rosa	90,337	24,656	60,942	27,200	21,787	5,064	
Seminole	128,680	115,000	68,811	28,687	90,142	31,039	25,000
Sumter	80,488	42,809	61,697	6,450	37,112	18,038	
Suwannee	126,854	124,326	88,065		122,363	40,751	
Taylor	60,489	7,082	52,585		8,637	6,348	
Volusia	434,706	388,469	307,489	46,500	321,000	88,186	60,000
Wakulla	25,094	387	18,575		1,897	5,009	
Walton	57,260	76,785	49,686		78,609	5,749	
Washington	85,372	72,649	55,531	30,000	59,847	12,642	

*Cents omitted.

TABLE XXIV.—School Expenditures by Races.
PART I.—For Whites.

1919-1920. Counties.	Total.	For Schools Proper.	For Buildings and Equipment.	For Administration Prorated.
In State	$6,340,293.82	$4,013,970.26	$940,401.96	$1,385,921.60
Alachua	201,257.88	117,231.43	25,367.65	58,658.80
Baker	33,465.42	23,461.64	5,433.48	4,570.30
Bay	47,142.85	38,632\|08	493.66	8,017.11
Bradford	69,126.71	51,917.06	4,138.49	13,071.16
Brevard	141,957.31	56,301.02	65,004.09	20,652.20
Broward	81,906.54	42,907.37	2,166.89	36,832.28
Calhoun	34,772.24	23,853.42	4,019.62	6,899.20
Citrus	39,476.60	28,535.89	2,364.84	8,575.87
Clay	23,360.76	17,794.53	10.00	5,556.23
Columbia	49,666.76	42,810.27	1,146.91	5,709.58
Dade	310,794.49	217,945.11	52,547.05	40,302.33
DeSoto	191,579.68	149,569.80	26,813.74	15,196.14
Duval	1,042,383.48	408,375.85	165,429.15	468,578.48
Escambia	267,223.61	151,750.31	78,608.63	36,864.67
Flagler	25,147.22	14,767.82	1,881.97	8,497.43
Franklin	17,391.32	13,079.00	564.19	3,748.13
Gadsden	69,637.42	54,388.99	5,445.11	9,803.32
Hamilton	28,387.78	22,260.38	3,159.92	2,967.48
Hernando	73,326.36	20,867.73	40,957.12	11,501.51
Hillsborough	534,815.60	416,452.51	36,419.49	81,943.60
Holmes	59,352.83	28,642.90	1,433.27	29,276.66
Jackson	85,127.43	60,216.52	14,297.98	10,612.93
Jefferson	34,887.28	27,847.11	211.49	6,828.68
Lafayette	51,240.58	41,482.50	3,233.72	6,524.36
Lake	90,929.85	72,408.09	635.72	17,886.04
Lee	140,786.22	107,201.54	14,817.15	18,767.53
Leon	59,407.19	47,500.37	2,994.15	8,912.67
Levy	58,636.20	39,482.04	10,346.80	8,807.36
Liberty	30,589.38	12,974.82	7,184.93	10,429.63
Madison	74,139.35	45,414.52	9,818.38	18,906.45
Manatee	118,057.43	95,064.82	3,913.14	19,079.47
Marion	92,539.61	71,567.81	2,730.16	18,241.64
Monroe	52,832.87	37,169.87	9,701.93	5,961.07
Nassau	26,662.36	22,045.22	1,105.30	3,511.84
Okaloosa	37,602.14	24,712.38	5,295.12	7,594.64
Okeechobee	51,980.47	24,959.40	12,177.38	14,843.69
Orange	130,846.03	107,219.07	13,751.46	9,875.50
Osceola	54,963.36	47,852.74	575.45	6,535.17
Palm Beach	176,460.97	90,086.84	32,504.01	53,870.12
Pasco	67,994.81	53,361.79	2,926.77	11,706.25
Pinellas	317,974.44	165,577.97	97,365.18	55,031.29
Polk	259,815.96	218,006.54	5,185.16	36,624.26
Putnam	136,193.65	58,457.57	66,264.62	11,471.46
St. Johns	52,066.37	41,667.58	453.95	9,944.84
St. Lucie	89,830.16	56,985.89	13,694.16	19,150.11
Santa Rosa	58,574.36	40,080.44	9,203.19	9,290.73
Seminole	56,846.44	43,514.30	2,582.14	10,750.00
Sumter	59,703.77	34,938.53	10,761.21	14,004.03
Suwannee	77,032.96	47,925.23	3,182.05	25,925.68
Taylor	50,181.59	37,601.19	1,206.74	11,373.66
Volusia	288,365.49	217,609.41	48,456.23	22,299.85
Wakulla	15,713.57	12,088.01	1,116.75	2,508.81
Walton	47,365.45	37,889.78	1,121.53	8,354.14
Washington	52,773.22	31,515.26	8,182.74	13,075.22

TABLE XXIV.—School Expenditures by Races.
PART II.—For Negroes.

1919-1920. Counties.	Total.	For Schools Proper.	For Buildings and Equipment.	For Administration Prorated.
In State	$662,894.56	$382,278.65	$101,847.38	$178,768.53
Alachua	20,831.96	14,314.32		6,517.64
Baker	844.43	727.25		117.18
Bay	1,549.78	1,284.75		265.03
Bradford	7,203.42	5,579.15	268.10	1,356.17
Brevard	14,357.22	7,455.10	4,809.61	2,092.51
Broward	4,357.07	2,418.53		1,938.54
Calhoun	1,245.33	802.50	200.00	242.83
Citrus	2,863.85	2,248.00		615.85
Clay	3,683.83	2,280.89	557.98	844.96
Columbia	11,830.19	10,143.41	347.50	1,339.28
Dade	14,602.40	9,156.69	3,546.65	1,899.06
DeSoto	2,854.46	2,563.69	75.00	215 77
Duval	246,244.75	66,102.51	70,228.77	109,913.47
Escambia	23,777.73	20,528.51		3,249.22
Flagler	1,509.09	1,005.00		504.09
Franklin	3,034.29	2,383.21		651.08
Gadsden	6,076.03	5,225.74		850.29
Hamilton	2,237.65	2,014.29		223.36
Hernando	2,070.79	1,751.63		319.16
Hillsborough	30,180.77	24,944.20	923.75	4,312.82
Holmes	1,798.20	923.82		874.38
Jackson	7,219.79	5,029.73	1,279.72	910.34
Jefferson	1,744.52	1,460.00		284.52
Lafayette	1,268.94	1,108.50		160.44
Lake	6,776.13	5,359.63	90.90	1,325.60
Lee	2,654.90	2,160.90	150.00	344.00
Leon	16,462.19	11,680.36	2,268.00	2,513.83
Levy	4,084.22	3,234.00	237.94	612.28
Liberty	2,656.62	1,700.20		956.42
Madison	5,895.49	3,737.75	668.88	1,488.86
Manatee	16,387.70	8,220.15	5,565.80	2,601.75
Marion	21,635.37	20,508.13	716.89	410.35
Monroe	7,141.53	6,336.34		805.19
Nassau	6,317.53	5,493.77		823.76
Okaloosa	1,830.30	1,160.00	304.10	366.20
Okeechobee	1,869.01	157.35	1,189.21	522.45
Orange	14,080.24	11,503.79	1,599.75	976.70
Osceola	4,165.74	3,012.13	658.70	494.91
Palm Beach	15,042.21	8,839.60	1,518.26	4,684.35
Pasco	2,795.24	2,297.48	10.00	487.76
Pinellas	8,528.00	7,059.00		1,469.00
Polk	22,157.36	19,059.00		3,098.36
Putnam	15,670.73	10,752.09	3,601.40	1,317.24
St. Johns	11,834.64	9,559.68	17.54	2,257.42
St. Lucie	4,693.97	3,666.52	19.55	1,007.90
Santa Rosa	2,368.27	1,741.06	34.20	593.01
Seminole	11,964.92	9,478.93	284.19	2,201.80
Sumter	1,993.62	1,530.68		462.94
Suwannee	11,033.00	7,021.29	308.04	3,703.67
Taylor	2,403.84	1,867.91		535.93
Volusia	19,124.07	17,538.99	111.10	1,473.98
Wakulla	2,861.78	2,407.87	10.01	443.90
Walton	2,320.87	1,702.21	215.84	402.82
Washington	2,758.58	2,040.42	30.00	688.16

TABLE XXV.—School Expenditures Per Capita: Of Population; of Youth of School Age; of Pupils Enrolled; of Pupils in Daily Attendance. (Note.—The $ is omitted in order to get whole in one Table.)

1919-1920. Counties.	Of Population.			Of Youth of School Age.			Of Pupils Enrolled.			Of Pupils in Daily Attendance.		
	Both Races.	White.	Negro.	Both.	White.	Negro.	Both.	White.	Negro.	Both.	White.	Negro.
In State	7.24	10.47	1.83	24.63	34.06	6.75	31.10	40.21	9.82	42.25	54.69	13.31
Alachua	7.04	14.66	1.27	19.50	34.75	3.72	22.60	38.09	4.57	25.36	43.27	5.08
Baker	6.10	7.68	.66	16.93	19.82	2.49	19.15	21.59	3.49	27.53	31.10	4.96
Bay	4.26	5.95	4.43	12.10	16.23	1.38	17.12	20.41	2.90	25.14	30.16	4.19
Bradford	6.10	7.52	2.17	14.94	18.23	5.46	16.98	20.38	6.52	23.48	28.15	9.06
Brevard	18.37	23.30	5.94	66.26	82.91	22.19	81.20	102.87	26.34	108.10	138.76	34.17
Broward	16.79	24.89	2.36	56.08	75.62	9.57	67.81	86.12	13.57	99.26	123.54	21.15
Calhoun	4.10	5.74	4.57	11.27	14.59	1.53	14.69	16.16	4.15	22.28	24.98	5.56
Citrus	8.11	13.51	1.24	22.67	36.99	3.57	26.89	43.28	4.32	37.23	63.77	5.52
Clay	4.81	6.65	1.74	15.85	19.63	7.13	19.92	23.22	10.49	27.15	31.91	13.95
Columbia	4.30	7.44	1.55	10.24	17.95	3.65	11.90	19.98	4.41	16.38	26.50	6.29
Dade	7.61	10.91	1.02	34.50	45.63	5.57	43.84	48.77	13.92	61.48	68.43	19.47
DeSoto	7.64	8.89	.73	24.78	27.52	3.22	31.07	33.41	5.44	40.50	43.74	6.78
Duval	11.34	18.09	4.40	49.62	69.07	22.64	63.43	77.36	36.00	89.04	107.35	51.72
Escambia	5.89	8.62	1.29	21.02	28.68	5.25	30.74	37.97	9.79	39.48	50.51	11.43
Flagler	10.92	14.00	2.33	37.12	47.62	7.94	59.63	71.44	15.67	83.04	93.14	29.59
Franklin	3.84	6.12	1.20	12.77	20.50	4.04	20.28	29.37	7.31	28.13	40.25	10.32
Gadsden	3.30	9.67	.38	8.92	26.45	1.03	11.59	29.73	1.45	15.08	39.03	1.87
Hamilton	3.10	5.15	.51	7.31	11.46	1.30	10.81	15.05	2.45	12.80	17.73	2.83
Hernando	16.57	29.78	.99	48.83	63.26	5.37	68.98	88.88	7.72	94.24	124.07	9.90
Hillsborough	6.42	7.72	1.61	28.55	32.71	8.78	34.90	39.23	11.69	43.86	49.10	15.18
Holmes	4.75	5.26	1.13	12.03	13.00	3.47	19.31	20.44	6.46	26.04	26.12	8.02
Jackson	2.95	5.11	.49	8.07	12.44	1.57	10.71	14.19	2.75	15.80	21.97	3.66
Jefferson	2.52	3.21	.47	9.69	16.24	1.06	17.07	32.03	1.65	24.21	49.13	2.20
Lafayette	8.41	10.19	1.04	18.86	20.96	3.77	25.50	27.44	6.47	37.00	39.38	10.75
Lake	7.66	11.19	1.46	24.82	32.47	5.97	30.36	38.85	7.71	37.85	54.94	10.23
Lee	15.03	17.90	1.52	46.87	52.51	7.00	56.34	62.76	8.76	76.95	88.26	9.86
Leon	4.20	12.79	1.22	11.78	28.71	3.76	14.03	35.36	4.41	19.55	45.52	6.40
Levy	6.32	11.10	.88	16.14	25.11	2.63	12.69	29.65	4.15	17.26	41.52	5.33
Liberty	6.64	11.17	1.12	17.22	25.38	3.66	22.74	29.46	6.26	28.05	36.05	7.90
Madison	4.84	9.96	.64	11.78	24.87	1.54	14.75	27.35	2.17	21.74	33.59	3.32
Manatee	7.18	8.88	3.01	27.69	31.01	11.96	32.44	38.89	14.80	25.82	50.43	19.79
Marion	4.76	9.80	1.56	13.70	25.07	4.66	16.03	30.26	5.32	22.16	41.98	7.33
Monroe	3.02	3.56	1.41	16.13	20.25	7.25	23.42	28.80	9.83	34.82	40.42	17.20
Nassau	2.90	4.38	1.20	11.03	14.73	5.35	20.42	25.46	11.12	29.08	37.81	14.72
Okaloosa	4.21	7.08	.45	12.27	16.13	2.07	16.30	18.26	5.09	22.31	26.48	6.49
Okeechobee	25.25	28.34	6.27	70.85	74.25	31.15	82.97	85.21	47.92	107.19	109.89	93.45
Orange	7.28	10.01	2.06	27.51	39.57	7.17	33.24	43.73	10.28	44.70	60.32	13.12
Osceola	8.21	9.18	3.44	23.89	27.97	8.16	35.47	39.97	14.31	50.28	56.30	20.82
Palm Beach	10.26	13.74	2.58	49.42	60.32	15.83	59.06	70.68	20.21	55.22	65.64	19.28
Pasco	7.95	10.24	1.23	24.55	30.83	4.38	35.92	36.79	6.00	42.13	51.66	7.67
Pinellas	11.55	14.26	1.42	49.67	60.05	6.67	60.14	70.42	9.33	82.07	95.74	15.42
Polk	7.29	9.59	1.91	23.75	30.39	6.67	28.55	32.81	10.93	37.83	44.87	13.33
Putnam	10.40	18.46	2.16	35.20	59.83	7.68	46.41	73.06	11.12	63.43	103.72	14.49
St. Johns	4.89	5.98	2.71	23.76	29.76	12.59	29.72	36.19	15.94	38.65	47.63	21.13
St. Lucie	11.98	15.54	2.22	45.03	56.49	9.22	50.49	61.31	11.53	66.84	80.71	15.59
Santa Rosa	4.45	6.14	.57	12.18	14.93	2.18	15.77	17.73	4.22	22.73	25.68	5.93
Seminole	6.26	9.62	2.35	22.53	38.43	7.60	26.54	44.58	9.41	33.01	55.14	11.95
Sumter	7.85	11.56	.74	21.84	29.80	2.42	27.32	34.20	3.87	40.37	47.19	7.52
Suwannee	4.45	6.61	1.35	13.65	19.12	4.55	15.01	20.83	5.09	20.05	24.68	6.88
Taylor	4.68	7.78	.50	17.30	21.88	3.22	21.35	26.69	4.48	34.57	42.06	7.32
Volusia	13.24	20.66	2.06	49.39	73.18	8.36	61.38	83.36	12.33	82.42	114.70	15.62
Wakulla	3.62	5.54	1.24	9.53	15.24	3.11	12.18	18.52	4.20	16.66	26.32	5.61
Walton	4.09	5.32	.71	11.50	13.70	2.69	13.72	15.43	4.25	15.81	22.55	5.67
Washington	4.69	6.15	.84	14.19	18.15	2.76	17.58	21.22	4.11	22.89	27.31	5.51

TABLE XXVI.—(a) Visits to Schools, one hour or longer, by County Superintendents; (b) Per cent. Salary of Co. Supt. is of total Salary of his teachers; (c) Number of Pupils Transported and Cost.

1919-1920. Counties.	Visits of Co. Supts. to Schools.			Per cent. Salary of Co. Supt. is Total Salaries of His Teachers.	Transportation of Pupils.				
					Number Transported.			Total Cost.	Cost per Pupil.
	Both Races.	To White.	To Negro.		Both Races.	White.	Negro.		
In State	3,946	3,459	487	.032	7,966	7,935	31	$216,690.74	$27.20
Alachua	129	92	37	.021	683	683		8,342.32	12.21
Baker	51	51		.075	61	61		1,039.00	17.03
Bay	77	68	9	.060	28	28		565.00	20.17
Bradford	122	104	18	.038	41	41		487.50	11.89
Brevard	55	41	14	.038	323	323		11,013.93	34.09
Broward	21	16	5	.056	132	132		4,193.57	31.76
Calhoun	25	25		.064	24	24		237.50	9.89
Citrus	66	49	17	.084	88	73	15	2,540.71	28.87
Clay	70	61	9	.081	29	29		581.70	20.05
Columbia	122	90	32	.031	81	81		1,498.42	18.49
Dade	46	46		.021	709	709		17,436.49	24.59
DeSoto	103	97	6	.022	249	249		5,001.90	20.08
Duval	300	280	20	.013	498	498		17,389.45	34.92
Escambia	105	83	22	.022	290	283	7	10,895.10	37.56
Flagler	13	13		.055	12	12		567.75	47.31
Franklin	23	17	6	.082					
Gadsden	117	76	41	.041	25	25		300.00	12.00
Hamilton	33	32	1	.055					
Hernando	22	21	1	.095	62	62		1,217.50	19.63
Hillsborough	202	188	14	.009	553	553		14,667.20	26.52
Holmes	57	56	1	.054	16	16		592.50	37.03
Jackson	72	72		.028					
Jefferson	65	63	2	.054	219	219		4,252.95	19.42
Lafayette	58	58		.041	102	102		3,281.90	32.17
Lake	84	66	18	.028	226	219	7	5,514.81	24.40
Lee	34	34		.032	152	152		9,284.49	61.08
Leon	66	64	2	.052	66	66		2,060.15	31.21
Levy	52	51	1	.039	15	15		537.00	35.80
Liberty	66	50	16	.124	55	55		1,204.88	21.90
Madison	138	134	4	.042	197	197		1,882.74	9.55
Manatee	112	112		.029	209	209		7,856.34	37.59
Marion	36	22	14	.024	43	43		1,919.75	44.64
Monroe	21	18	3	.057					
Nassau				.054	97	97		2,445.35	25.20
Okaloosa	42	39	3	.046	15	15		187.50	12.50
Okeechobee	24	24		.096	127	127		5,140.48	40.47
Orange	56	45	11	.021	331	331		8,602.65	25.68
Osceola	45	41	4	.043	100	100		3,593.01	35.93
Palm Beach	47	43	4	.043	212	212		5,313.28	25.06
Pasco	26	25	1	.045	236	236		8,374.03	35.48
Pinellas	84	73	11	.032	225	225		6,471.67	28.76
Polk	119	99	20	.024	100	100		1,269.63	12.70
Putnam	76	58	18	.032	153	153		5,474.85	35.78
St. Johns	30	23	7	.046	56	56		902.00	16.10
St. Lucie	97	86	11	.041	192	192		8,221.67	42.76
Santa Rosa	82	81	1	.050	8	8		400.00	50.00
Seminole	77	50	27	.048	395	395		7,553.65	19.12
Sumter	99	94	5	.054	71	71		820.25	11.55
Suwannee	65	65		.036	26	26		177.50	6.83
Taylor	64	64		.052	81	81		1,313.30	16.21
Volusia	130	107	23	.026	241	239	2	12,433.69	51.59
Wakulla	78	60	18	.075	16	16		92.20	5.75
Walton	94	89	5	.051	50	50		980.50	19.61
Washington	48	43	5	.058	46	46		560.98	12.19

TABLE XXVII.—(a) Number and Kinds of School Buildings; (b) Number of Rooms in Buildings.

1919-1920. Counties.	Public School Buildings.										Number of Rooms in Building.		
		Frame.			Brick.			Concrete.					
	Grand Total.	Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.
In State	2,532	2,253	1,676	577	213	206	7	66	63	3	6,721	5,550	1,171
Alachua	100	90	53	37	10	10					249	179	70
Baker	30	30	26	4							57	52	5
Bay	34	32	24	8	2	2					77	69	8
Bradford	67	63	49	14	4	4					138	114	24
Brevard	37	33	24	9				4	4		94	73	21
Broward	14	9	4	5				5	5		59	51	8
Calhoun	30	29	29		1	1					61	61	
Citrus	29	28	17	11	1	1					63	47	16
Clay	38	37	29	8	1	1					61	50	11
Columbia	78	76	48	28	2	2					133	84	49
Dade	23	6		6				17	17		190	173	17
DeSoto	68	51	46	5	15	15		2	2		244	234	10
Duval	79	54	29	25	25	22	3				489	375	114
Escambia	75	67	47	20	7	7		1	1		233	181	52
Flagler	13	13	13								18	18	
Franklin	6	5	3	2	1	1					48	39	9
Gadsden	68	65	27	38	3	3					133	86	47
Hamilton	49	48	46	2	1	1					76	69	7
Hernando	23	21	14	7	2	2					41	31	10
Hillsborough	93	65	52	13	26	24	2	2	2		461	412	49
Holmes	72	71	63	8	1	1					123	115	8
Jackson	88	84	66	18	3	3		1		1	208	165	43
Jefferson	23	22	19	3	1	1					51	48	3
Lafayette	47	45	41	4	1	1		1	1		74	69	5
Lake	42	35	26	9	6	6		1	1		112	99	13
Lee	31	27	26	1	4	4					104	98	6
Leon	74	71	31	40	3	3					114	66	48
Levy	59	54	43	11	5	5					88	71	17
Liberty	14	14	12	2							32	30	2
Madison	56	56	47	9							99	85	14
Manatee	51	42	40	2	6	6		3	3		145	127	18
Marion	116	111	60	51	5	5					212	133	79
Monroe	8	6	5	1				2	2		58	45	13
Nassau	60	57	44	13				3	3		90	68	22
Okaloosa	40	38	37	1	2	2					74	73	1
Okeechobee	11	8	7	1	2	2		1	1		30	29	1
Orange	38	31	24	7	7	7					144	130	14
Osceola	22	19	15	4	3	3					60	52	8
Palm Beach	38	28	20	8				10	9	1	131	104	27
Pasco	38	35	33	2	3	3					90	84	6
Pinellas	32	6	5	1	21	19	2	5	4	1	236	209	27
Polk	104	86	59	27	17	17		1	1		333	286	47
Putnam	36	34	14	20	1	1		1	1		108	68	40
St. Johns	29	28	21	7	1	1					80	62	18
St. Lucie	22	18	13	5	4	4					70	62	8
Santa Rosa	58	57	56	1	1	1					100	97	3
Seminole	26	23	10	13	3	3					88	49	39
Sumter	25	20	17	3	2	2		3	3		76	69	7
Suwannee	82	81	63	18				1	1		131	106	25
Taylor	46	45	44	1	1	1					77	74	3
Volusia	48	40	26	14	6	6		2	2		210	169	41
Wakulla	39	39	25	14							48	32	16
Walton	60	58	50	8	2	2					125	114	11
Washington	43	42	34	8	1	1					75	64	11

TABLE XXVIII.—School Equipment.
PART I.—Patent Desks in Use.

1919-1920. Counties.	Grand Total.	Single.			Double.		
		Total.	For Whites.	For Negroes	Total.	For Whites.	For Negroes
In State	162,666	126,204	115,503	10,701	36,462	22,645	13,817
Alachua	8,508	6,520	6,020	500	1,988		1,988
Baker	1,040	338	320	18	702	657	45
Bay	1,866	1,333	1,316	17	533	503	30
Bradford	3,421	2,404	2,317	87	1,017	785	232
Brevard	2,356	2,243	1,870	373	113	32	81
Broward	1,439	1,439	1,161	278			
Calhoun	2,012	2,008	2,008		4	4	
Citrus	913	430	430		483	483	
Clay	1,152	456	455	1	696	509	187
Columbia	2,965	2,048	1,925	123	917	490	427
Dade	7,063	6,937	6,173	764	126		126
DeSoto	5,791	4,782	4,622	160	1,009	873	136
Duval	14,158	12,030	10,509	1,521	2,128	619	1,509
Escambia	7,117	4,947	4,712	235	2,170	1,286	884
Flagler	438	433	433		5	5	
Franklin	455	376	370	6	79	54	25
Gadsden	2,256	1,911	1,911		345	195	150
Hamilton	1,447	650	650		797	797	
Hernando	1,116	787	747	40	329	99	230
Hillsborough	8,022	6,184	5,151	1,033	1,838	1,103	735
Holmes	2,217	1,641	1,641		576	576	
Jackson	4,243	3,974	3,924	50	269	244	25
Jefferson	923	529	529		394	363	31
Lafayette	1,518	544	522	22	974	948	26
Lake	2,451	1,996	1,970	26	455	221	234
Lee	2,770	2,746	2,530	216	24	3	21
Leon	2,396	1,218	1,104	114	1,178	447	731
Levy	1,173	963	963		210	210	
Liberty	837	753	753		84	84	
Madison	2,700	1,699	1,639	60	1,001	601	400
Manatee	4,046	3,255	3,255		791	305	486
Marion	4,375	2,456	2,198	258	1,919	769	1,150
Monroe	1,845	1,300	1,300		545	245	300
Nassau	1,415	542	515	27	873	521	352
Okaloosa	1,600	772	772		828	769	59
Okeechobee	790	717	717		73	36	37
Orange	3,761	3,366	2,918	448	395	141	254
Osceola	1,719	1,565	1,472	93	154	69	85
Palm Beach	3,386	3,338	2,761	577	48	10	38
Pasco	1,728	1,086	1,086		642	536	106
Pinellas	6,214	5,969	5,598	371	245		245
Polk	9,668	7,336	6,662	674	2,332	1,734	598
Putnam	2,170	1,869	1,318	551	301	40	261
St. Johns	2,026	1,853	1,545	308	173	9	164
St. Lucie	2,655	2,600	2,246	354	55	18	37
Santa Rosa	2,271	920	920		1,351	1,291	60
Seminole	1,921	1,666	1,261	405	255	45	210
Sumter	1,788	1,030	1,030		758	483	275
Suwannee	2,859	1,071	1,071		1,788	1,623	165
Taylor	1,703	1,281	1,271	10	422	386	36
Volusia	5,257	4,819	3,858	961	438	115	323
Wakulla	937	525	525		412	190	222
Walton	1,840	752	740	12	1,088	1,003	85
Washington	1,929	1,797	1,789	8	132	116	16

TABLE XXVIII.—School Equipment—Continued.
PART II.—Black Boards and Libraries in the Schools.

1919-1920. Counties.	Square Yards of Good Blackboard.			Volumes in Libraries.		
	Total.	For Whites.	For Negroes	Total.	For Whites.	For Negroes
In State	80,580	70,004	10,576	165,207	159,645	5,562
Alachua	2,156	1,708	448	7,116	7,116	
Baker	515	490	25	1,274	1,274	
Bay	1,351	1,315	36	1,713	1,713	
Bradford	1,650	1,492	158	5,082	5,074	8
Brevard	963	846	117	4,516	4,516	
Broward	856	794	62	1,374	1,347	27
Calhoun	468	468		1,085	1,085	
Citrus	915	852	63	675	675	
Clay	539	484	55	825	775	50
Columbia	831	607	224	2,017	2,000	17
Dade	2,857	2,686	171	8,498	8,398	100
DeSoto	3,307	3,236	71	5,829	5,769	60
Duval	8,389	5,973	2,416	2,846	2,531	315
Escambia	3,489	3,022	467	2,107	2,103	4
Flagler	106	106		112	112	
Franklin	379	274	105	1,093	1,093	
Gadsden	990	940	50	2,725	2,725	
Hamilton	627	607	20	1,721	1,721	
Hernando	611	569	42	503	503	
Hillsborough	6,108	5,599	509	7,974	7,868	106
Holmes	1,971	1,944	27	1,777	1,777	
Jackson	1,290	1,131	159	759	759	
Jefferson	423	414	9	376	376	
Lafayette	644	620	24	3,730	3,730	
Lake	1,666	1,559	107	5,516	5,331	185
Lee	1,349	1,295	54	7,040	6,890	150
Leon	883	589	294	190	190	
Levy	709	586	123	650	650	
Liberty	197	170	27	1,391	1,391	
Madison	1,105	1,060	45	2,190	2,190	
Manatee	1,801	1,629	172	7,711	7,676	35
Marion	1,824	1,436	388	2,992	2,907	85
Monroe	722	622	100	2,900	2,500	400
Nassau	665	501	164	176	176	
Okaloosa	537	502	35	6,050	6,050	
Okeechobee	412	399	13	1,467	1,467	
Orange	2,101	1,764	337	5,688	5,347	341
Osceola	704	673	31	1,642	1,642	
Palm Beach	1,866	1,438	428	3,484	3,434	50
Pasco	838	796	42	1,648	1,648	
Pinellas	3,994	3,729	265	8,995	7,891	1,104
Polk	4,256	3,833	423	8,210	8,050	160
Putnam	926	711	215	4,028	2,322	1,706
St. Johns	1,274	936	338	799	703	96
St. Lucie	1,329	1,148	181	2,219	2,201	18
Santa Rosa	847	788	59	3,762	3,762	
Seminole	1,076	776	300	1,815	1,440	375
Sumter	1,193	1,132	61	642	642	
Suwannee	1,307	1,094	213	4,460	4,460	
Taylor	531	506	25	1,950	1,950	
Volusia	3,485	2,765	720	7,922	7,752	170
Wakulla	213	152	61	320	320	
Walton	679	611	68	959	959	
Washington	656	627	29	2,664	2,664	

TABLE XXIX.—Value of Equipment in the Schools.
PART I.—Furniture, Apparatus, Libraries.

1919-1920. Counties.	Grand Total.	Furniture.		Apparatus.		Libraries.	
		For Whites.	For Negroes	For Whites.	For Negroes	For Whites.	For Negroes
In State	$1,604,225	$1,041,856	$88,800	$267,554	$12,903	$188,002	$5,110
Alachua	65,291	42,576	10,545	5,610	175	6,385	
Baker	8,320	5,190	375	1,355	70	1,330	
Bay	14,873	10,060	230	2,732	30	1,821	
Bradford	49,996	30,150	2,325	9,070	800	7,636	15
Brevard	26,315	11,565	1,350	3,585	290	9,505	20
Broward	11,735	7,705	850	2,035	30	1,095	20
Calhoun	9,255	7,015		840		1,400	
Citrus	8,335	5,470	125	1,935		805	
Clay	18,164	10,787	1,245	4,905	272	905	50
Columbia	22,920	15,150	2,495	3,350	150	1,750	25
Dade	96,795	69,350	1,725	17,500	230	7,940	50
DeSoto	43,578	28,416	590	7,575		6,922	75
Duval	111,226	70,725	9,385	26,391	975	3,595	155
Escambia	43,608	29,315	6,959	3,869	225	3,235	5
Flagler	3,195	2,610		395		190	
Franklin	5,280	3,758	447	550		525	
Gadsden	21,185	12,815	800	5,070	100	2,300	100
Hamilton	11,860	7,940	200	1,470		2,250	
Hernando	6,283	4,573	635	432	200	443	
Hillsborough	104,878	78,035	6,005	13,855	370	6,513	100
Holmes	15,120	9,995	60	3,335		1,730	
Jackson	19,790	17,095	500	1,230	90	875	
Jefferson	5,030	3,980	100	200		750	
Lafayette	33,550	17,310	480	9,925	150	5,685	
Lake	28,540	16,690	790	5,505	540	4,840	175
Lee	43,750	23,950	900	11,700	100	6,950	150
Leon	18,961	14,650	899	1,640	137	1,635	
Levy	22,335	11,850	605	3,575	155	6,150	
Liberty	8,745	4,710	50	2,030		1,955	
Madison	19,670	14,675	1,145	2,085	100	1,665	
Manatee	41,948	22,862	1,674	7,993	71	9,333	15
Marion	25,827	13,285	4,810	3,846	951	2,785	150
Monroe	12,310	7,110	1,000	700	100	3,000	400
Nassau	1,930	1,360	175	320	25	50	
Okaloosa	24,675	7,169	200	6,971	10	10,325	
Okeechobee	10,765	6,690	35	1,540		2,500	
Orange	87,217	76,593	1,445	2,130	234	6,475	340
Osceola	11,510	7,575	500	1,900	95	1,440	
Palm Beach	54,497	34,152	2,361	12,590	2,083	3,266	45
Pasco	14,427	8,812	550	2,660		2,405	
Pinellas	82,291	45,645	2,650	23,375	1,350	8,371	900
Polk	67,845	46,575	5,155	12,790	135	3,100	90
Putnam	27,285	16,100	3,850	2,460	300	2,875	1,700
St. Johns	11,615	6,030	1,480	2,945	200	810	150
St. Lucie	25,762	19,425	877	2,795		2,640	25
Santa Rosa	19,317	12,702	250	2,830	135	3,400	
Seminole	25,630	19,125	3,470	900	350	1,550	235
Sumter	14,155	11,125	600	1,490		940	
Suwannee	27,020	16,500	935	4,225	350	5,020	
Taylor	15,910	9,350	50	3,980	30	2,500	
Volusia	69,565	42,545	4,075	9,600	1,000	12,225	120
Wakulla	3,820	2,605	440	330	145	300	
Walton	17,061	12,476	218	2,955	30	1,382	
Washington	13,250	7,935	185	2,480	120	2,530	

TABLE XXIX.—Value of All Public School Property.
PART II.—Includes Equipment, Lots, and Buildings.

1919-1920. Counties.	Lots and Buildings; and Total, Including Equipment.					
	Total.	Total of Lots and Buildings.	Lots.		Buildings.	
			For Whites.	For Negroes	For Whites.	For Negroes
In State	$13,547,784	$11,943,559	$1,934,699	$133,592	$9,174,002	$701,266
Alachua	466,506	401,215	85,210	2,930	278,325	34,750
Baker	32,850	24,530	1,305	375	21,550	1,300
Bay	92,870	77,997	10,390	130	66,477	1,000
Bradford	204,136	154,140	12,740	1,050	131,050	9,300
Brevard	244,140	217,825	20,900	1,725	183,200	12,000
Broward	138,985	127,250	17,050	900	107,300	2,000
Calhoun	49,020	39,765	3,055		36,710	
Citrus	64,535	56,200	5,450	700	47,850	2,200
Clay	78,939	60,775	8,375	950	46,900	4,550
Columbia	137,090	114,170	7,105	1,315	91,550	14,200
Dade	1,039,931	943,136	465,160	8,300	456,776	12,900
DeSoto	476,278	432,700	33,120	925	397,000	1,655
Duval	1,808,077	1,696,851	173,476	28,305	1,261,590	233,480
Escambia	341,758	298,150	48,095	6,680	230,650	12,725
Flagler	17,395	14,200	2,050		12,150	
Franklin	46,080	40,800	2,800	1,300	33,700	3,000
Gadsden	124,585	103,400	14,350	1,000	84,050	4,000
Hamilton	58,300	46,440	5,440	200	39,000	1,800
Hernando	105,987	99,704	11,654	525	85,625	1,900
Hillsborough	1,239,003	1,134,125	164,150	15,450	906,200	48,325
Holmes	70,220	55,100	7,175	150	47,175	600
Jackson	151,590	131,800	17,350	1,325	107,350	5,775
Jefferson	53,215	48,185	10,960	225	35,900	1,100
Lafayette	112,540	78,990	1,780	210	74,800	2,200
Lake	227,540	199,000	20,250	1,600	170,600	6,550
Lee	360,100	316,350	57,900	400	250,450	7,600
Leon	132,677	113,716	11,051	1,630	87,250	13,785
Levy	104,760	82,425	6,825	475	73,125	2,000
Liberty	29,055	20,310	1,060	150	18,000	1,100
Madison	107,795	88,125	8,225	1,250	73,550	5,100
Manatee	341,241	299,293	44,050	550	243,172	11,521
Marion	251,037	225,210	18,535	6,250	172,650	27,775
Monroe	153,610	141,300	40,400	8,000	82,900	10,000
Nassau	33,527	31,597	1,382	175	27,325	2,715
Okaloosa	89,405	64,730	3,430	50	60,750	500
Okeechobee	90,716	79,951	5,825	150	71,976	2,000
Orange	510,667	423,450	88,650	1,870	322,650	10,280
Osceola	102,190	90,680	12,970	610	73,000	4,100
Palm Beach	378,796	324,299	61,956	5,072	229,656	27,615
Pasco	121,027	106,600	5,575	225	98,300	2,500
Pinellas	798,891	716,600	122,900	7,200	561,000	25,500
Polk	499,545	431,700	42,400	2,800	370,500	16,000
Putnam	122,795	95,510	39,610	4,250	34,100	17,550
St. Johns	156,115	144,500	32,600	3,125	101,050	7,725
St. Lucie	266,692	240,930	27,050	600	207,280	6,000
Santa Rosa	110,722	91,405	10,750	200	79,655	800
Seminole	169,730	144,100	19,000	4,200	102,100	18,800
Sumter	92,630	78,475	8,575	500	67,400	2,000
Suwannee	179,315	152,285	8,580	680	135,300	7,725
Taylor	71,525	55,615	3,315	125	51,175	1,000
Volusia	624,590	555,025	85,825	5,825	415,025	48,350
Wakulla	17,210	13,390	875	270	11,850	395
Walton	151,616	134,555	12,450	490	119,435	2,180
Washington	98,235	84,985	3,545	200	79,900	1,340

CHAPTER V.

VOCATIONAL EDUCATION.

Report of State Director, S. Philips.

Since the passage by Congress of what was known as the "Smith-Hughes Bill," the Act approved Feb. 23, 1917, providing for a federal appropriation to aid in the promotion of Vocational Education in Agriculture, Trades and Industries, and Home Economics through cooperation with the states, quite an impetus has been given to Vocational Education in the State of Florida.

It was first thought that the State Superintendent of Public Instruction, a member ex-officio of the State Vocational Education Board, could execute the duties of State Director for Vocational Education, which he attempted for one year to perform. He soon realized that it was utterly impossible for him to meet the demands of State Director for Vocational Education without shameful neglect of the Constitutional and Statutory duties required of him as State Superintendent of Public Instruction, and he so notified the State Vocational Education Board—another name for the State Board of Education, as the membership of the two Boards is identical. The State Vocational Education Board, realizing the justness of this claim, relieved the State Superintendent of the detailed duties of State Director for Vocational Education, by creating the position of State Director for Vocational Education, and electing to that position, Hon. S. Philips, to assume his duties on July 1, 1919.

There now exists a State Director for Vocational Education, a State Supervisor of Agriculture, and a State Supervisor of Trades and Industries, each paid a yearly salary of $3,000, besides traveling expenses, and a State Supervisor of Home Economics, paid a salary of $200 per month, besides traveling expenses, all of these discharging the duties which, in the outset, were expected to be performed by the State Superintendent of Public Instruction.

The remainder of this Chapter is the report of State Director, S. Philips, which report is incorporated as that of the State Vocational Education Board.

FOREWORD.

As State Director, charged with the duty of administering the vocational educational work in Florida under the rules and regulations of the State Board for Vocational Education, I present the following report (complete) for the year 1919-1920 and statements concerning the work (incomplete) for the year 1920-1921. It will be seen that for the year ending June 30, 1920, there was expended (1) for Agricultural Education $29,288.58; for Industrial Education $11,070.02; for Home Economics Education $8,015.16—a grand total of $38,373.76 from both State and Federal Funds for the establishment, maintenance, and supervision of vocational education during the year ending June 30, 1920. To this sum must be added the amount expended from State funds for administration of the Vocational Education Acts, including salary and expenses of the State Director, printing, supplies, equipment, and community surveys incident to the establishment of vocational schools and classes. To the foregoing must be included the amounts that were spent by local boards in encouraging the work in their respective communities. This amount expended by Local Boards is (1) for Agriculture $5,112.50; (2) for Industrial Education $500.00; (3) for Home Economics Education $1,846.74. This does not represent the investment in permanent equipment of the various schools, for which no Federal funds may be expended, and which will aggregate the sum of $6,500.00 for Agricultural schools, and $3,500.00 for Home Economics schools, exclusive of buildings and class room general equipment.

Now that we have our supervisory force completed and the people of the State have come to understand the operations of the Vocational Education Act, the work will expand very rapidly and we shall begin to feel the inadequacy of the amount of money available. Indeed, there are now more applications for the use of the funds than we have funds to meet; in Agriculture, there are 18 additional schools asking for aid; in Home Economics, there are 10 additional schools asking aid; and in Industrial Education, there are more than 10 communities asking for the organization of the Evening and Part-time schools.

All this argues for the wisdom of the Act that aids and encourages vocational education and demonstrates the readiness of our people to believe in this form of education.

SHELTON PHILIPS, *State Director.*

GENERAL STATEMENT OF DISBURSEMENTS.

The following table gives a general summary of all disbursements made by the State Board from Federal Funds and from State Funds, and from both funds combined, with unexpended balances of money in the State Treasury, June 30, 1920.

TABLE I.—Expended for Vocational Courses in Secondary Schools Year 1919-1920.

	State Funds	Federal Funds	Both Funds
Agriculture:			
Salaries of teachers	$ 9,556.25	$ 9,556.25	$19,112.50
Salary of Supervisor	520.85	520.85	1,041.70
Total	$10,077.10	$10,077.10	$20,154.20
Unexpended balance of State and Federal money, June 30, 1920	$ 734.47	$ 734.47	$ 1,468.94
Trade and Industries:			
Salaries of teachers—			
1. Evening schools	$ 2,468.00	$ 2,468.00	$ 4,936.00
2. Part-time general continuation school	698.87	698.87	1,397.74
Total	$ 3,166.87	$ 3,166.87	$ 6,333.74
Unexpended balance of State and Federal money, June 30, 1920	$ 977.25	$ 977.25	$ 1,954.50
Home Economics:			
Salaries of teachers in All-day schools	$ 943.49	$ 943.49	$ 1,886.98
Total	$ 943.49	$ 943.49	$ 1,886.98
Unexpended balance of State and Federal money, June 30, 1920	$ 92.53	$ 92.53	$ 185.06

Note: In addition to the above expenditures by the State Board, the local communities expended during the year for salaries of teachers the following amounts:

In Agricultural education	$5,112.50
In Home Economics education	1,846.74
In Industrial education	500.00

INTENTIONAL SECOND EXPOSURE

FOREWORD.

As State Director, charged with the duty of administering the vocational educational work in Florida under the rules and regulations of the State Board for Vocational Education, I present the following report (complete) for the year 1919-1920 and statements concerning the work (incomplete) for the year 1920-1921. It will be seen that for the year ending June 30, 1920, there was expended (1) for Agricultural Education $29,288.58; for Industrial Education $11,070.02; for Home Economics Education $8,015.16—a grand total of $38,373.76 from both State and Federal Funds for the establishment, maintenance, and supervision of vocational education during the year ending June 30, 1920. To this sum must be added the amount expended from State funds for administration of the Vocational Education Acts, including salary and expenses of the State Director, printing, supplies, equipment, and community surveys incident to the establishment of vocational schools and classes. To the foregoing must be included the amounts that were spent by local boards in encouraging the work in their respective communities. This amount expended by Local Boards is (1) for Agriculture $5,112.50; (2) for Industrial Education $500.00; (3) for Home Economics Education $1,846.74. This does not represent the investment in permanent equipment of the various schools, for which no Federal funds may be expended, and which will aggregate the sum of $6,500.00 for Agricultural schools, and $3,500.00 for Home Economics schools, exclusive of buildings and class room general equipment.

Now that we have our supervisory force completed and the people of the State have come to understand the operations of the Vocational Education Act, the work will expand very rapidly and we shall begin to feel the inadequacy of the amount of money available. Indeed, there are now more applications for the use of the funds than we have funds to meet; in Agriculture, there are 18 additional schools asking for aid; in Home Economics, there are 10 additional schools asking aid; and in Industrial Education, there are more than 10 communities asking for the organization of the Evening and Part-time schools.

All this argues for the wisdom of the Act that aids and encourages vocational education and demonstrates the readiness of our people to believe in this form of education.

SHELTON PHILIPS, *State Director.*

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The following table gives a general summary of all disbursements made by the State Board from Federal Funds and from State Funds, and from both funds combined, with unexpended balances of money in the State Treasury, June 30, 1920.

TABLE I.—Expended for Vocational Courses in Secondary Schools Year 1919-1920.

	State Funds	Federal Funds	Both Funds
Agriculture:			
Salaries of teachers	$ 9,556.25	$ 9,556.25	$19,112.50
Salary of Supervisor	520.85	520.85	1,041.70
Total	$10,077.10	$10,077.10	$20,154.20
Unexpended balance of State and Federal money, June 30, 1920	$ 734.47	$ 734.47	$ 1,468.94
Trade and Industries:			
Salaries of teachers—			
1. Evening schools	$ 2,468.00	$ 2,468.00	$ 4,936.00
2. Part-time general continuation school	698.87	698.87	1,397.74
Total	$ 3,166.87	$ 3,166.87	$ 6,333.74
Unexpended balance of State and Federal money, June 30, 1920	$ 977.25	$ 977.25	$ 1,954.50
Home Economics:			
Salaries of teachers in All-day schools	$ 943.49	$ 943.49	$ 1,886.98
Total	$ 943.49	$ 943.49	$ 1,886.98
Unexpended balance of State and Federal money, June 30, 1920	$ 92.53	$ 92.53	$ 185.06

Note: In addition to the above expenditures by the State Board, the local communities expended during the year for salaries of teachers the following amounts:

In Agricultural education	$5,112.50
In Home Economics education	1,846.74
In Industrial education	500.00

TABLE II.—Expenditures from Teacher-Training Fund. Year 1919-1920.

Item	Teacher-Training		Supervision		
	State	Federal	State	Federal	Both Funds
Agriculture:					
Salary of teacher-trainer or Supervisor	$1,900.58	$1,900.58	$ 624.99	$ 624.99	$5,051.14
Clerical service	18.50	50.70	90.17	82.28	241.65
Travel	152.02	201.87	498.77	491.73	1,344.39
Communication	40.30	50.49	38.27	26.29	155.35
Printing	835.03	687.69	97.49	133.40	1,753.61
Supplies	205.50	260.60	65.57	56.57	588.24
Total	$3,151.93	$3,151.93	$1,415.26	$1,415.26	$9,134.38
Trades and Industries:					
Salary of teacher-trainer or Supervisor	$ 744.36	$ 848.54	$ 729.19	$ 520.85	$2,842.94
Clerical service			35.00	66.45	101.45
Travel	119.80		626.69	574.17	1,320.66
Communication	4.87	4.87	21.36	42.41	58.64
Printing	29.75	29.75	16.71	211.30	287.51
Supplies	32.78	53.27	7.63	31.40	125.08
Total	$ 931.56	$ 931.56	$1,436.58	$1,436.58	$4,736.28
Home Economics:					
Salary of teacher-trainer or Supervisor	$1,499.32	$1,439.32	$ 907.27	$1,092.73	$4,998.64
Clerical service	52.95	52.95			105.90
Travel			538.92	391.22	930.14
Communication			50.36	16.05	66.41
Supplies	11.82	11.82	3.45		27.09
Total	$1,564.09	$1,564.09	$1,500.00	$1,500.00	$6,128.18

Unexpended balance in Teacher-Training Fund:

State funds	$.58
Federal funds	.58
Total	$1.16

	State Fund	Federal Fund	Both Funds
University of Florida:			
1. In Agricultural Education	$2,727.50	$2,727.50	$5,455.00
2. In Industrial Education	760.12	760.12	1,520.24
Florida State College for Women:			
1. In Home Economics Education	1,439.77	1,439.77	2,879.54
A. and M. College for Negroes:			
1. In Agricultural Education	424.43	424.43	848.86
2. In Industrial Education	171.44	171.44	342.88
3. In Home Economics Education	124.32	124.32	248.64
Totals	$5,647.58	$5,647.58	$11,295.16

TEACHER TRAINING COURSES AT THE STATE INSTITUTIONS

Teacher training courses, under the supervision of the State Board, were conducted by

University of Florida;

1. In Agricultural Education, at the Institution.
2. In Industrial Education, in the field.

Florida State College for Women;

1. In Home Economics Education, at the Institution.

A. and M. College for Negroes;

1. In Agricultural Education, at the Institution.
2. In Industrial Education, at the Institution.
3. In Home Economics Education, at the Institution.

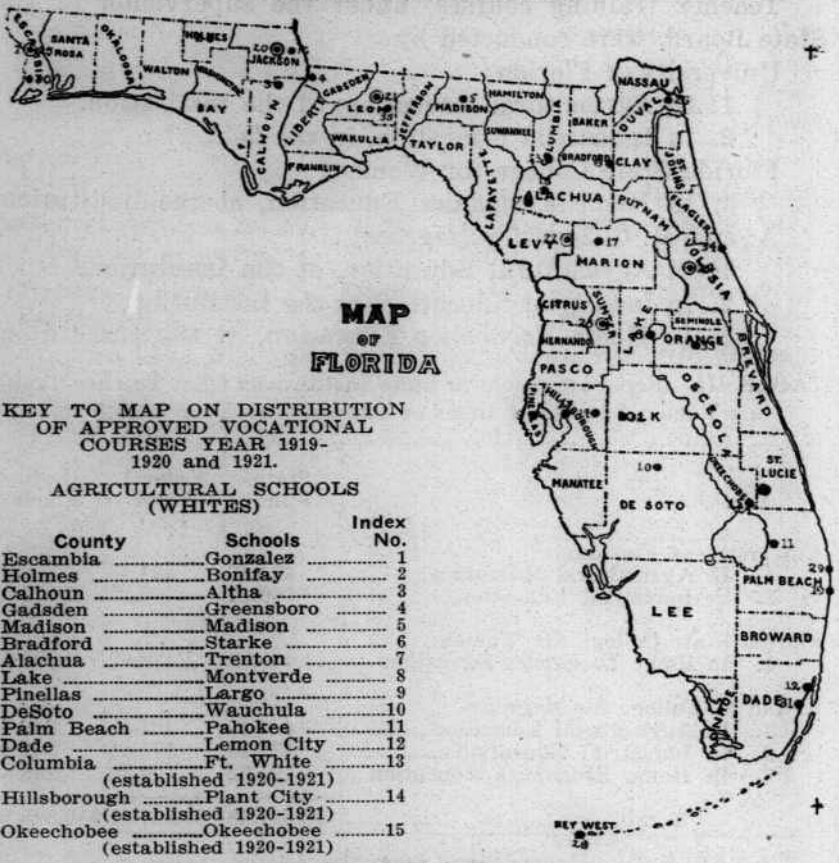
TABLE III.—Reimbursements to State Institutions from Teacher Training Fund Exclusive of Items of Supervision—Year 1919-1920.

	State Fund	Federal Fund	Both Funds
University of Florida:			
1. In Agricultural Education	424.43	424.43	848.86
2. In Industrial Education	760.12	760.12	1,520.24
Florida State College for Women:			
1. In Home Economics Education	1,439.77	1,439.77	2,879.54
A. and M. College for Negroes:			
1. In Agricultural Education	424.43	424.43	848.86
2. In Industrial Education	171.44	171.44	342.88
3. In Home Economics Education	124.32	124.32	248.64
Totals	$5,647.48	$5,647.48	$10,395.16

TABLE IV.—Expenditures from the Administration Fund. Year 1919-1920.

Salary of Director	$2,499.97
Travel expense of Director	928.36
Communication	45.29
Printing	125.01
Supplies	60.32
Equipment of Office of Director, Tallahassee, and State Supervisors of Agriculture and Trades-Industries, Gainesville	541.26
Total	$4,200.21

DISTRIBUTION OF APPROVED VOCATIONAL COURSES YEARS OF 1919-20—1920-21.



KEY TO MAP ON DISTRIBUTION OF APPROVED VOCATIONAL COURSES YEAR 1919-1920 and 1921.

AGRICULTURAL SCHOOLS (WHITES)

County	Schools	Index No.
Escambia	Gonzalez	1
Holmes	Bonifay	2
Calhoun	Altha	3
Gadsden	Greensboro	4
Madison	Madison	5
Bradford	Starke	6
Alachua	Trenton	7
Lake	Montverde	8
Pinellas	Largo	9
DeSoto	Wauchula	10
Palm Beach	Pahokee	11
Dade	Lemon City	12
Columbia	Ft. White (established 1920-1921)	13
Hillsborough	Plant City (established 1920-1921)	14
Okeechobee	Okeechobee (established 1920-1921)	15

NEGRO SCHOOLS

Jackson	Mt. Tabor	16	Alachua	Jonesville	18
Marion	Fessenden	17	Palm Beach	Delray	19

HOME ECONOMICS SCHOOLS

Jackson	Marianna	20	Sumter	Bushnell	23
Leon	Tallahassee	21	Volusia	DeLand	24
Levy	Williston	22	Escambia	Gonzalez (established 1920-1921)	25

INDUSTRIAL SCHOOLS

County	Cities	Index No.	No. Classes	
Duval	Jacksonville	26	33	
Hillsborough	Tampa	27	17	
Monroe	Key West	28	2	
Palm Beach	W. Palm Beach	29	4	
Escambia	Pensacola	30	2	
Dade	Miami	31	5	
Polk	Lakeland	32	(established 1920-1921)	not completed
Orange	Orlando	33	(established 1920-1921)	not completed
Volusia	New Smyrna	34	(established 1920-1921)	not completed
Leon	Tallahassee	35	(established 1920-1921)	not completed

Each one of the subjects of Agricultural Education; Home Economics Education; Industrial Education is given separate treatment in the following pages.

AGRICULTURAL EDUCATION YEAR 1919-1920.

In the field of agricultural education, 16 departments of vocational agriculture (12 for whites and 4 for negroes) in secondary schools were approved under the plans of the State Board for Vocational Education. A teacher of agriculture was in each of the 16 schools for a term of 12 months. The teacher gave all his time to instruction and supervision of the practical work, and, during the summer months, to supervision of the farm practice of the agricultural students. The grant from State and Federal funds for salary of teacher as a reimbursement to each of the county school boards, upon a 12-months basis of employment, was (1) for the white schools $1,500.00; (2) for the Negro schools, $900.00.

Teacher-training courses were offered, for whites, in the University of Florida, and for the Negroes, in the A. and M. College, Tallahassee. The instructor gave full time to the teacher-training classes at the University, and part-time at the A. and M. College. The agricultural teacher-trainer at the University made valuable contributions to the literature in the work of the secondary schools. The following publications were issued during the year from that department:

400 Project Outlines on Hogs
400 Project Outlines on Poultry
600 Project Outlines on Corn
600 Project Outlines on Tomatoes
300 Project Outlines on Beans
300 Project Outlines on Irish Potatoes
300 Project Outlines on Sweet Potatoes
300 Project Outlines on Peanuts
1,000 Laboratory Manuals on Soils
1,000 Laboratory Manuals on Plant Production
2,000 Laboratory Manuals on Animal Production

SUPERVISION OF THE WORK.

The vocational agriculture was supervised by the State Supervisor of Agricultural Education, who spent most of his time with the teachers.

A series of letters and bulletins to the agricultural teachers were sent out by the State Supervisor and monthly reports to the supervisor were sent by all the teachers. The following

publications were issued during the year from the office of the State Supervisor:

1. Monthly News Letter (the Agriculturist)
2. Supervisor's Visitation Reports
3. Monthly Report for the Teacher
4. Recording Ledger for all agricultural students
5. Preliminary Statements of Home Projects
6. Project Agreements
7. Student Project Account Books
8. Final Statement of Home Projects
9. Model Lesson Plans for Teachers
10. Annual Report for Teachers.

TABLE V.—Approved Agricultural Schools and the Amount of Reimbursements for the Year 1919-1920.

			Reimbursements		
County	School	No. Pupils	State Fund	Federal Fund	Both Funds
Escambia	Gonzalez	38	$ 687.50	$ 687.50	$ 1,375.00
Holmes	Bonifay	12	750.00	750.00	1,500.00
Calhoun	Altha	19	562.50	562.50	1,125.00
Gadsden	Greensboro	10	750.00	750.00	1,500.00
Madison	Madison	22	750.00	750.00	1,500.00
Bradford	Starke	11	750.00	750.00	1,500.00
Alachua	Trenton	16	718.75	718.75	1,437.50
Lake	Montverde	12	750.00	750.00	1,500.00
Pinellas	Largo	20	562.50	562.50	1,125.00
DeSoto	Wauchula	28	718.75	718.75	1,437.50
Palm Beach	Pahokee	10	531.25	531.25	1,062.50
Dade	Lemon City	24	750.00	750.00	1,500.00
Totals		222	$8,281.25	$8,281.25	$16,562.50
	Negro Schools.				
Jackson	Mt. Tabor	44	$ 412.50	$ 412.50	$ 825.00
Alachua	Jonesville	13	262.50	262.50	525.00
Marion	Fessenden	17	225.00	225.00	450.00
Palm Beach	Delray	15	375.00	375.00	750.00
Totals		89	$1,275.00	$1,275.00	$2,550.00

AGRICULTURAL SCHOOLS.

Statement of Home Projects by Schools—Year 1919-1920.

Schools	No. Enrolled	No. Completed	Total Scope	Total Charges	Total Credits	Total Net Income
Altha	19	9	9-a	$ 277.97	$ 398.58	$ 120.61
Bonifay	12	3	2½-a	88.89	108.30	19.41
Gonzalez	38	19	20-a 1 pig	373.19	2,049.61	1,676.42
Greensboro	10	8	5-a; 1 pig 125 poultry	487.98	1,192.26	704.28
Largo	20	10	5-a	266.41	810.05	543.64
Lemon City	24	10	2 cows 369 poultry 1 hog	1,886.02	2,646.41	760.39
Madison	22	18	23-a; 9 hogs	721.86	1,886.30	1,164.44
Montverde	12	11	Farm	309.86	443.15	133.29
			Farm Labor			*1,801.26
Pahokee	(No report; school suspended)					
Starke	11	8	9¼-a	494.59	1,722.16	1,227.57
Trenton	16	14	40-a	972.67	1,828.93	856.26
Wauchula	28	12	8¼-a	1,305.75	1,689.24	383.49
	212	122		7,185.19	14,774.99	7,589.80
*Pupils working as farm labor						1,801.26
						$9,391.06

Negro Schools.

Fessenden	17	13	32-a	680.75	1,325.89	645.14
Jonesville	13	4	7-a	122.90	403.37	280.47
Delray	15	8	2½-a	256.63	576.83	320.20
Mt. Tabor	44	29	35-a	248.20	958.13	709.93
	89	54		1,308.48	3,264.22	1,955.74

AGRICULTURAL SCHOOLS—YEAR 1919-1920.

Statement of Home Projects—By Crop Groups.

White Schools.

Names of Projects	No. Enrolled	No. Completed	Total Scope	Total Charges	Total Credits	Net Profits
Beans	12	8	5¼-a	$ 722.15	$1,323.57	$ 601.42
Cabbage	5	3	1½-a	162.05	555.34	393.29
Cane	16	8	6-a	289.58	1,077.19	787.66
Corn	59	37	70-a	992.89	2,847.35	1,854.46
Cotton	2	2	5-a	79.00	206.00	127.00
Cucumbers	20	8	11-a	1,108.58	892.07	–216.51–loss
Garden	22	11	2½-a	250.08	686.56	436.48
Melons	5	5	5-a	143.46	261.31	117.85
Potatoes (Irish)	5	5	2½-a	232.81	709.09	476.28
Potatoes (Sweet)	21	14	10-a	360.73	1,839.57	1,478.84
Peanuts	7	7	11-a	183.92	392.85	208.93
Tobacco	2	2	2½-a	274.13	513.82	239.69
Truck	10	4	1¼-a	153.37	427.83	274.46
Hogs	6	5	5	293.52	402.38	108.86
Poultry	15	9	494 hens	1,362.88	1,692.37	329.49
Farm Labor	9	9	(work on farm			*1,801.26
Cows	4	2	2	576.09	947.69	371.60
Totals	†220	†139		7,185.19	14,774.99	7,589.80
*Pupils working as farm labor						1,801.26
						$9,391.06

†Pupils having more than one project.

Negro Schools.

Corn	55	40	58	836.47	2,072.56	1,236.09
Peanuts	11	3	1½	62.46	230.80	168.34
Sweet Potatoes	8	1	¼	10.00	54.00	44.00
Truck	15	10	2¾	399.55	906.86	507.31
Totals	89	54		1,308.48	3,264.22	1,955.74

PRELIMINARY STATEMENTS OF HOME PROJECTS BY SCHOOLS.

YEAR 1920-1921.

School	No. Pupils Enrolled	Total Scope of All Projects
Gonzalez	22	14 (26 acres); 5 (5 hogs); 3 (60 poultry)
Bonifay	18	11 (11¼ acres); 4 (hogs); 4 (poultry)
Altha	18	18 (48 acres)
Greensboro	30	23 (37 acres); 9 (48 hogs); 12 (585 poultry); (1 bees)
Madison	21	21 (32 acres); 13 (19 hogs); 5 (100 poultry)
Trenton	13	5 (36 acres); 8 (15 hogs)
Montverde	20	17 (10 acres); 1 (20 poultry); 2 (farm labor)
Largo	17	10 3¾ acres); 9 (486 poultry); 3 (16 bees)
Plant City	21	21 (13½ acres)
Wauchula	18	6 (3¼ acres); 5 (5 hogs); 7 (175 poultry)
Lemon City	28	3 (3¾ acres); 1 (7 hogs); 20 (400 poultry); 1 (5 calves); 2 (2 cows); 1 (1,000 trees)
Ft. White	21	21 (37 acres)
Okeechobee	15	14 (24¼ acres); 7 (12 hogs)
Total	262	

Negro Schools.

Delray	24	19 (4 acres truck); 5 (98 poultry)
Fessenden	16	16 (32 acres)
Jonesville	8	8 (11 acres)
Mt. Tabor	28	28 (121 acres)
Total	76	

MAP OF DISTRIBUTION OF APPROVED AGRICULTURAL SCHOOLS, YEARS 1919-20 AND 1921.



County.	School.	Index No.
Escambia	Gonzalez	1
Holmes	Bonifay	2
Calhoun	Altha	3
Gadsden	Greensboro	4
Madison	Madison	5
Bradford	Starke	6
Alachua	Trenton	7
Lake	Montverde	8
Pinellas	Largo	9
DeSoto	Wauchula	10
Palm Beach	Pahokee	11
Dade	Lemon City	12
Columbia	Ft. White	13
Hillsborough	Plant City	14
Okeechobee	Okeechobee	15

NEGRO SCHOOLS.

Jackson	Mt. Tabor	16
Marion	Fessenden	17
Alachua	Jonesville	18
Palm Beach	Delray	19

AGRICULTURAL SCHOOLS—YEAR 1919-1920.

Statement of Home Projects—By Crop Groups.

White Schools.

Names of Projects	No. Enrolled	No. Completed	Total Scope	Total Charges	Total Credits	Net Profits
Beans	12	8	5¼-a	$ 722.15	$1,323.57	$ 601.42
Cabbage	5	3	1½-a	162.05	555.34	393.29
Cane	16	8	6-a	289.58	1,077.19	787.66
Corn	59	37	70-a	992.89	2,847.35	1,854.46
Cotton	2	2	5-a	79.00	206.00	127.00
Cucumbers	20	8	11-a	1,108.58	892.07	–216.51–loss
Garden	22	11	2½-a	250.08	686.56	436.48
Melons	5	5	5-a	143.46	261.31	117.85
Potatoes (Irish)	5	5	2½-a	232.81	709.09	476.28
Potatoes (Sweet)	21	14	10-a	360.73	1,839.57	1,478.84
Peanuts	7	7	11-a	183.92	392.85	208.93
Tobacco	2	2	2½-a	274.13	513.82	239.69
Truck	10	4	1¼-a	153.37	427.83	274.46
Hogs	6	5	5	293.52	402.38	108.86
Poultry	15	9	494 hens	1,362.88	1,692.37	329.49
Farm Labor	9	9	(workon farm			*1,801.26
Cows	4	2	2	576.09	947.69	371.60
Totals	†220	†139		7,185.19	14,774.99	7,589.80
*Pupils working as farm labor						1,801.26
						$9,391.06

†Pupils having more than one project.

Negro Schools.

Corn	55	40	58	836.47	2,072.56	1,236.09
Peanuts	11	3	1½	62.46	230.80	168.34
Sweet Potatoes	8	1	¼	10.00	54.00	44.00
Truck	15	10	2¾	399.55	906.86	507.31
Totals	89	54		1,308.48	3,264.22	1,955.74

PRELIMINARY STATEMENTS OF HOME PROJECTS BY SCHOOLS.

YEAR 1920-1921.

School	No. Pupils Enrolled	Total Scope of All Projects
Gonzalez	22	14 (26 acres); 5 (5 hogs); 3 (60 poultry)
Bonifay	18	11 (11¼ acres); 4 (hogs); 4 (poultry)
Altha	18	18 (48 acres)
Greensboro	30	23 (37 acres); 9 (48 hogs); 12 (585 poultry); (1 bees)
Madison	21	21 (32 acres); 13 (19 hogs); 5 (100 poultry)
Trenton	13	5 (36 acres); 8 (15 hogs)
Montverde	20	17 (10 acres); 1 (20 poultry); 2 (farm labor)
Largo	17	10 3¾ acres); 9 (486 poultry); 3 (16 bees)
Plant City	21	21 (13½ acres)
Wauchula	18	6 (3¼ acres); 5 (5 hogs); 7 (175 poultry)
Lemon City	28	3 (3¾ acres); 1 (7 hogs); 20 (400 poultry); 1 (5 calves); 2 (2 cows); 1 (1,000 trees)
Ft. White	21	21 (37 acres)
Okeechobee	15	14 (24¼ acres); 7 (12 hogs)
Total	262	

Negro Schools.

Delray	24	19 (4 acres truck); 5 (98 poultry)
Fessenden	16	16 (32 acres)
Jonesville	8	8 (11 acres)
Mt. Tabor	28	28 (121 acres)
Total	76	

MAP OF DISTRIBUTION OF APPROVED AGRICULTURAL SCHOOLS, YEARS 1919-20 AND 1921.



County.	School.	Index No.
Escambia	Gonzalez	1
Holmes	Bonifay	2
Calhoun	Altha	3
Gadsden	Greensboro	4
Madison	Madison	5
Bradford	Starke	6
Alachua	Trenton	7
Lake	Montverde	8
Pinellas	Largo	9
DeSoto	Wauchula	10
Palm Beach	Pahokee	11
Dade	Lemon City	12
Columbia	Ft. White	13
Hillsborough	Plant City	14
Okeechobee	Okeechobee	15
NEGRO SCHOOLS.		
Jackson	Mt. Tabor	16
Marion	Fessenden	17
Alachua	Jonesville	18
Palm Beach	Delray	19

SPECIAL REPORT ON AGRICULTURAL WORK OF TEACHERS AND SCHOOLS FOR THE YEAR 1920-1921.

By State Supervisor, E. A. Haynie.

Beginning with the new year, plans were perfected for extension work at the various agricultural schools among the adults of the communities, to carry the work of teacher and the influence of the school to farmers, in short unit courses. A summary of this work is set forth in the following report:

SPECIAL WORK OF AGRICULTURAL TEACHERS.

Eight schools are having part-time classes in agriculture for adult farmers in their respective communities. Unit courses of 12 to 18 lessons are offered in Soils and Fertilizers, Poultry Husbandry, Farm Crops, Animal Husbandry, and Citrus Culture. Such courses are offered twice each year during the dull crop seasons, as in the months of January and August. Farmers are taking this means of improving themselves in their vocation of farming. The attendance in these classes range from 15 to 100 farmers. Each farmer attending these courses puts into practice some phase of the course studied, keeping accurate record of same, assisted by the agricultural teacher.

Forty-five meetings were held in different parts of the State by our agricultural teachers with an estimated attendance of 3,500 people. These night meetings were held in rural sections where agricultural and rural problems were discussed. The agricultural instructors used illustrated lectures by charts and lantern slides to visualize the work whenever possible. Each teacher is improving his department with a stereopticon and moving picture machine to assist him in giving the rural people an opportunity to see the improved methods used in the most progressive rural sections of the United States. Films and slides are being sent to the teachers from the University of Florida without cost to the school.

COMMUNITY SERVICE.

Agricultural teachers are called upon by the farmers of his community for expert advice, such as home mixing of fertilizer, sprays and spraying, treating sick animals, inoculation of hogs for cholera, marketing and markets, dairying, and many other problems relating to the vocation of farming.

The records in the supervisor's office show that 750 farmers were assisted by the agricultural instructor in some phase of this vocation. The instructors are placed in the schools not only to teach the boys and girls in their classes, but to assist the farmers in making that community as progressive as possible.

COMMUNITY FAIRS.

Eight of the agricultural schools held "Community Fairs," where exhibits of the products from the pupils' projects were displayed. Four of these exhibits were placed in County Fairs and one in the South Florida Fair. As the work grows these fairs will be developed around the school as a community center, assuming the proportions of a County Fair. The community fair is the first step for the success of the county fair, to which could be sent the best group exhibit from the community fair.

HOME ECONOMICS EDUCATION. YEAR 1919-1920.

During the year 5 schools conducted courses in home economics according to the plans outlined by the State Board for Vocational Education. The factor that is responsible for so small a number of schools aided in home economics is that provision of law which limits the total amount available for home economics to one-fifth of the Trade and Industrial fund. The material increase in that fund apportioned by the new Census will enable the State Board to aid a larger number of schools another year. The State Board allowed a grant of $400.00 upon a basis of 8 months to each of the 5 schools for salary of teacher.

The home economics classes meet 5 times per week and devote the vocational half-day to a double laboratory period of not less than 90 minutes and another 45-minute period to the study of related science or related art. All the schools offered the two-year course in home economics and were planned to meet the College entrance requirements. The organization of Vocational Home Economics is easily harmonized with the general high school program, the requirements being:

1. Not less than 90 minutes per day be devoted to home economics by each pupil in home economics classes.
2. That each pupil in the home economics classes also enroll in the related subjects.
3. That the preparation of the teacher of home economics be approved by the State Board.
4. That equipment of the home economics department be approved by the State Board.

The social and economic importance of home-making is too serious not to be encouraged, and few deny the relative importance of a type of education for those who must assume the duties and responsibilities of a better fed and better trained citizenship.

HOME ECONOMICS SCHOOLS. YEAR 1919-1920.

The home economics courses were approved in the following schools and reimbursements made to the county school boards as per the table that follows:

TABLE VI.

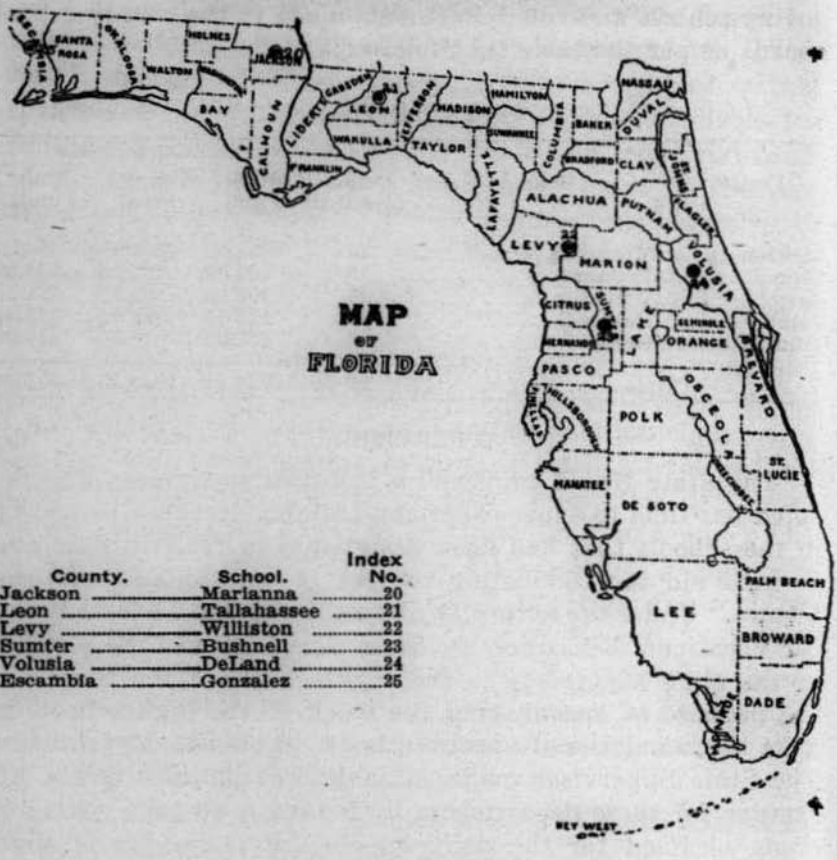
County	School	No. Pupils Enrolled	Reimbursements State Fund	Federal Fund	Both Funds
Jackson	Marianna	26	$207.00	$207.00	$ 414.00
Leon	Tallahassee	10	207.00	207.00	414.00
Levy	Williston	25	195.75	195.75	391.50
Sumter	Bushnell	15	126.74	126.74	253.48
Volusia	DeLand	16	207.00	207.00	414.00
Totals		92	$943.49	$943.49	$1,886.98

SUPERVISION.

The State Board employed a full-time supervisor who devoted her time to supervision and training teachers in service in the schools that had been designated to receive State and Federal aid for conducting courses in vocational home economics. Under the authority of a ruling by the Federal Board for Vocational Education the State Board allowed the services of the state supervisor to the high schools of the State for the purpose of encouraging the work of the high schools to meet the standards of approved home economics departments. The State Supervisor made valuable contributions to the literature for these departments by issuing a 60-page course of study outlined for the daily lessons for a two-year course. Many of the high schools are moving up their standards in the department of home economics so as to fulfill the requirements of the State Course as outlined by the State Supervisor.

As noted under Industrial Education, the State Supervisor of Home Economics is given added duties in the organization of part-time and evening classes in the cities of our State, and is acting virtually as assistant Industrial Supervisor, for the time so engaged.

MAP OF DISTRIBUTION OF APPROVED HOME ECONOMICS SCHOOLS, YEARS 1919-20 AND 1921.



County.	School.	Index No.
Jackson	Marianna	20
Leon	Tallahassee	21
Levy	Williston	22
Sumter	Bushnell	23
Volusia	DeLand	24
Escambia	Gonzalez	25

INDUSTRIAL EDUCATION. YEAR 1919-1920.

Classes were organized and instruction was given in those occupations that had direct bearing upon the dominant interests of the group of workmen and the city's industries. These classes were open to persons 16 years of age and upwards who were engaged in gainful occupation, and were designed to extend the trade knowledge in the subject itself as well as give instruction in the mathematics, science, or drawing related to the subject. Evening trade-extension classes were conducted in 6 cities during the year ending June 30, 1920. The instructors were paid the rate of two dollars per hour for actual service. Classes were held either in the plant itself or in the high school building of the city. The cities that offered courses in evening trade-extension classes, the subjects taught, the average membership of each class, and total reimbursement is contained in the following:

TABLE VII.—Evening Classes.

City	Index No.	For What Occupation	Subject	Average Membership	Reimbursement		
					State Fund	Federal Fund	Both Funds
Tampa	27	Ship builders	B. Print Read.	15	$ 838.00	$ 838.00	$1,676.00
Tampa	27	Loftsmen	Mould Loft	16			
Tampa	27	Shipfitters	Shipfitting	16			
Tampa	27	Builders	Arch. Draw.	14			
Tampa	27	Carpenters	Architecture	7			
Tampa	27	Shipfitters	B. Print Read.	17			
Tampa	27	Machinist	Machine Draw.	13			
Tampa	27	Carpenters	Steel square	13			
Tampa	27	Shipfitters	Ele. Layout	10			
Tampa	27	Boiler makers	Layout	14			
Tampa	27	Shipfitters' helpers	Shipfitting	12			
Tampa	27	Shipfitters	B. Print Read.	15			
Tampa	27	Loftsmen	Ad. Layout	11			
Tampa	27	Builders	Ad. Arch. Draw.	11			
Tampa	27	Sheet metal workers	Layout	15			
Tampa	27	Ship builders' helpers	B. Print Read.	13			
Totals		16	16	212	$ 838.00	$ 838.00	$1,676.00
Jacksonville	26	Auto mechanic	Motors	11	$1,238.00	$1,238.00	$2,476.00
Jacksonville	26	Painters	Color mixing	9			
Jacksonville	26	Electricians	Electr. Theo.	15			
Jacksonville	26	Auto mechanic	Elec. Applian.	10			
Jacksonville	26	Auto mechanic	Ford motors	16			
Jacksonville	26	Plumbers	Theory	8			
Jacksonville	26	Mill men	Detailing	8			
Jacksonville	26	Carpenters	Roof framing	14			
Jacksonville	26	Carpenters	B. Print Read.	8			
Jacksonville	26	Machinists	Applied Mech.	12			
Jacksonville	26	Marine pipefitters	Pipefitting	12			
Jacksonville	26	Ship builders	B. Print Read.	11			

City	Index No.	For What Occupation	Subject	Average Membership	Reimbursement		
					State Fund	Federal Fund	Both Funds
Jacksonville	26	Boiler makers	Layout	14			
Jacksonville	26	Electricians	Codes	12			
Jacksonville	26	Marine pipe-fitters	Pipefitting (steel ship)	8			
Jacksonville	26	Electricians	Wiring	8			
Jacksonville	26	Marine boiler makers	Layout	11			
Jacksonville	26	Marine boiler maker helper.	Layout	10			
Jacksonville	26	Sheet metal workers	Layout	9			
Jacksonville	26	Shipfitters	Shipfitting	11			
Jacksonville	26	Marine Mach.	Machine Draw.	11			
Jacksonville	26	Builders	Arch. Draw.	13			
Jacksonville	26	Machinists	Machine Draw.	14			
Jacksonville	26	Builders	Estimating	14			
Jacksonville	26	Plumbers	Lead work	8			
Jacksonville	26	Plumbers	Estimating	6			
Jacksonville	26	Auto mechanic	Motors	12			
Jacksonville	26	Electricians	Theory	14			
Jacksonville	26	Auto mechanic	Elec. Applian.	12			
Jacksonville	26	Carpenters	Roof framing	12			
Jacksonville	26	Builders	B. Print Read.	13			
Jacksonville	26	Electricians	Codes	12			
Jacksonville	26	Cooks (colored)	Cooking	20			
Totals		33	33	378	$1,238.00	$1,238.00	$2,476.00
W. P. Beach	29	Builders	Arch. Draw.	13	$122.00	$122.00	$244.00
W. P. Beach	29	Builders	Estimating	12			
W. P. Beach	29	Carpenters	Steel square	12			
Totals		3	3	37	$122.00	$122.00	$244.00
Miami	31	Machinists	Machine Draw.	7	$270.00	$270.00	$540.00
Miami	31	Auto Mechan.	Drawing	8			
Miami	31	Electricians	Theory	15			
Miami	31	Carpenters	Steel square	13			
Miami	31	Builders	Arch. Draw.	16			
Totals		5	5	59	$270.00	$270.00	$540.00

PART TIME GENERAL CONTINUATION CLASSES. YEAR 1919-1920.

Part-time classes were organized in four cities during the year, and were open to boys and girls over 14 years of age, who attended part-time classes 4 hours per week during working hours.

General Continuation Courses: Instruction was given in English; Hygiene; Citizenship; Mathematics; and Retail selling.

Commercial Courses: Instruction was given in English; Stenography; Accounting, and Office practice.

The cities that offered courses in part-time general continuation and commercial classes, the subjects taught, the average membership of each class, and total reimbursement is contained in the following:

TABLE VIII.—Part-Time Classes. 1919-1920.

City	Index No.	For What Occupation	Subject	Average Membership	Reimbursement		
					State Fund	Federal Fund	Both Funds
Tampa	27	Salespeople	Retail selling	14	$163.00	$163.00	$ 326.00
Key West	28	Box makers and Errand boys	Gen'l Contin. subjects	20 14	250.00	250.00	500.00
W. P. Beach	29	Office clerk	Commercial subjects	14	239.75	239.75	479.50
Pensacola	30	Salespeople (inexperienced)	Retail selling	10	46.12	46.12	92.24
Pensacola	30	Salespeople (experienced)	Retail selling	9			
Totals		6	6	81	$698.87	$698.87	$1,397.74
Lakeland	32	Established 1920-21 (not completed)					
Orlando	33						
New Smyrna	34						
Tallahassee	35						

SPECIAL REPORT—1920-1921.

In the absence of a compulsory part-time or optional-mandatory law for pupils over 14 years of age, the city of Jacksonville has organized a class for boys and girls who are daily employed in occupations, giving instruction under a full-time teacher 4 hours per week for 36 weeks. Those pupils who are out of the public schools on permits are required to attend the part-time classes. At the present time there are being taught 50 boys and girls each one of whom is allowed by the employer the four hours per week without loss of employment wage. The State Board will reimburse the county school board for three-fourths of the salary of the teacher.

At the A. and M. College for Negroes a group of young men from the sub-collegiate class are receiving instruction in the practice and theory of auto-mechanics and farm machinery, and are devoting one-half of each day to this work. Private parties have made gifts of two tractors and other machinery to this class. The course will run throughout the term. The State Board will reimburse the Institution for proportionate part of salary of the teacher.

During the year the work of part-time classes has expanded into newer forms, and classes are being organized for girls and adult women in Nursing; Dietetics; and Home Economics—notably in Pensacola and Tampa. This type of work, while reimbursable from the Trades and Industries fund, is

City	Index No.	For What Occupation	Subject	Average Membership	Reimbursement		
					State Fund	Federal Fund	Both Funds
Jacksonville	26	Boiler makers	Layout	14			
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Jacksonville	26	Sheet metal workers	Layout	9			
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Jacksonville	26	Builders	Estimating	14			
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Jacksonville	26	Auto mechanic.	Motors	12			
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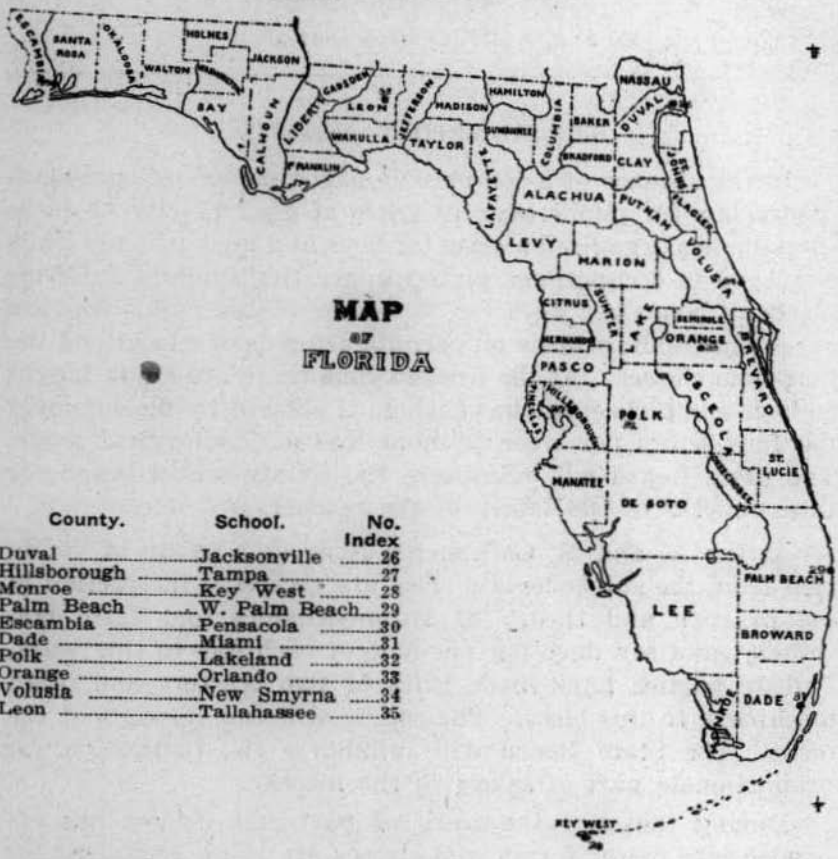
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being organized and supervised by our State Supervisor of Home Economics.

Since the beginning of the year the work of evening and part-time classes has extended to more towns and cities, and requests for the organization of this type of work are on file from Lakeland, Orlando, New Smyrna, St. Augustine and High Springs. We need funds greater than that now provided by State and Federal appropriations to meet the requirements in our cities and towns.

MAP OF DISTRIBUTION OF APPROVED INDUSTRIAL COURSES, YEARS 1919-20 AND 1921.



County.	School.	No. Index
Duval	Jacksonville	26
Hillsborough	Tampa	27
Monroe	Key West	28
Palm Beach	W. Palm Beach	29
Escambia	Pensacola	30
Dade	Miami	31
Polk	Lakeland	32
Orange	Orlando	33
Volusia	New Smyrna	34
Leon	Tallahassee	35

CHAPTER VI.

RURAL SCHOOL INSPECTORS.

The positions of Rural School Inspectors were created by the Legislature of 1913. The first appointees to these positions were Hon. Geo. M. Lynch, of Gainesville, and Hon. S. Philips, of Williston. Mr. Lynch resigned to take effect Sept. 1, 1915, and Hon. R. L. Turner, of Inverness, was appointed to fill the vacancy. Mr. Turner has continuously held the position since that date.

Hon. S. Philips, being appointed State Director for Vocational Education July 1, 1919, a vacancy was created in one of the positions, which was not filled, through failure of the Governor to appoint, until Jan. 14, 1920, when Hon. W. B. Feagle, of High Springs, was appointed. Mr. Feagle resigned to take effect Oct. 1, 1920, when Miss Christian McDonald, of DeFuniak Springs, was appointed to fill the vacancy.

Miss McDonald's appointment was made after June 30, 1920, the limit of the biennium set for this Report, nevertheless, since she is holding the position and is the only one of whom a report may be demanded, her report is accorded a place in this Report.

The work of these two officials is presented in the remainder of this Chapter in their own language.

REPORT OF INSPECTOR R. L. TURNER.

Hon. Wm. N. Sheats,
State Superintendent Public Instruction,
Tallahassee, Florida.
Dear Sir:

Herewith is submitted the third Bi-ennial Report of my work as State Rural School Inspector. This report covers the period for the two years beginning January first, 1919 and ending December thirty-first, 1920. During this time five hundred and forty (540) schools were visited and inspected. Of this number eighty-three (83) were consolidated, one hundred and five (105) were graded and three hundred and five (305) were one-room rural schools. In addition to this work, I attended twenty-three (23) County Teachers' Institutes, made more than seventy-five (75) talks and addresses on school improvement, consolidation, standardization and classification. In many other ways much has been done to aid and promote Rural Education.

FIELD WORK.

I am giving an average of five days each week to the work in the field. Here my work is confined to the following:

1. Inspection—Looking into classification, gradation and methods of teaching and sanitation.
2. Standardization — Building, grounds, equipment, teacher, school organization and community activities.
3. Assisting in County Teachers' Institutes.
4. Aiding in all school improvement.

As evidence of the manner in which County Superintendents accept of our inspection and suggestions we are giving below one of the many such letters received on report of the work:

Orlando, Florida, Nov. 22, 1920.

Dear Mr. Turner:

Received this A. M. with thanks your report of the Boggy Creek school. Will write and try and have suggestions contained therein put into effect at once.

Yours very truly,

A. B. JOHNSON,
Co. Supt. Pub. Inst.

OFFICE WORK

I am giving an average of one day each week to the duties of the office. In order that the field work may be successfully carried on it is necessary:

1. That the correspondence of the Rural School Inspector receive systematic and regular attention.
2. Make all required and regular reports to State Superintendent, County Superintendents and individual schools.
3. Keeping records of Standard Schools and reports.
4. In addition to the above, the State Inspector is endeavoring to make his office a clearing house of information and assistance among the several (now in about one-fourth of the Counties) County Rural School Inspectors.

On file, in the office of the State Superintendent of Education, is a detailed report giving the localities visited, schools inspected and other work done each week by the State Rural School Inspector.

THE PRESENT STATUS OF RURAL EDUCATION.

I want to talk plain about the existing conditions of our Rural Schools. It is not my purpose to be personal or to offend anyone—far from it—but I feel it necessary to tell the plain simple truth because all the people should know the facts.

I am more convinced, after six years of Supervision of all the Rural Schools of Florida, than ever that the chief reason for our people, everywhere, moving to the towns is because ambitious people will go where an educational opportunity may be had equal to the best.

Why should a boy or girl have better educational advantages in our towns than in the Rural Districts—all citizens of the State? Is it right for a child of a City to have better educational advantages than a child of the Country—all citizens of the State? Do the children of populated centers merit better schools than the children of the remote and rural communities—all alike, citizens of the same commonwealth. *I think not.*

Of course, the towns are able, financially, to take care of the situation but we all know that the rural districts must

have assistance. It is the *everlasting* law of life that the *strong* must help the *weak* and unless we provide better physical conditions—good and modern school houses, comfortable seats, well selected libraries, trained teachers, competent and adequate supervision and equal school term together with all other school advantages and improvement then our State is failing in a most serious obligation. If Florida will take care of her girls and boys to-day, her girls and boys *will* take care of Florida to-morrow. Girls and boys, Florida's greatest asset *and* Education her *biggest business.*

The following is a conservative statement of the status of Rural Education, based upon both the last Federal Report and other reliable available sources of information.

1. The average annual term of the rural school is 116.4 days; 43.6 days—more than two months—less than that of the city school and considerably less than that of most of the European countries.
2. 58.5 per cent of the total school population and 62.3 per cent of the total school enrollment is rural, but only 45.5 per cent of the total annual expenditures for teachers' salaries is for salaries of rural teachers.
3. About 80 per cent of the rural schools are one-teacher schools with required instruction in eight grades, with from 28 to 42 daily recitations with an average recitation period of from five to fifteen minutes.
4. Only 2.3 per cent of the rural school teachers teach more than one year in the same school.
5. Practically all the one-teacher rural schools and a large majority of the other rural schools are taught by teachers without professional training. Hundreds of these teachers, perhaps a majority of them, are without even high school training; many of them inexperienced boys and girls from sixteen to nineteen years of age.
6. Illiteracy is twice as great in rural as in urban territory.
7. The average number of school buildings per county under the Supervision of the County Superintendent is 84, the average of teachers 132. This is strictly of rural schools.

8. Only a very small percentage of country boys and girls have any opportunity for high school instruction. The schools, comparatively speaking, are generally poorly equipped in buildings, grounds, furniture and apparatus.

This statement shows the rural schools to be deficient in the chief essentials of efficient schools—term, teachers, buildings, equipment, supervision, organization and administration. This condition of rural education constitutes a State emergency and demands the fullest co-operation of community, county and state for its relief. The task is too great and too difficult to be performed successfully without "State Aid."

Every child is the Community's child, the State's child, the Nation's child. If the rural school fail, rural civilization will fail; if rural civilization fail, American civilization will fail. Statistics show that the rural child does not now have an equal chance with the town or city child for education and preparation for citizenship and service in community, State and nation. He deserves it.

The people want better rural schools and whenever the people—all the people—appreciate the value of education to the State and more particularly to the individual and are willing to pay what education—training—is worth then we can hope for improved rural schools.

I find from my work and a survey of the State that the most outstanding needs of Florida, educationally are as follows:

1. Greatly increased school support.
2. Efficient and trained teachers.
3. More efficient administration and supervision of rural schools.

STATE AID—INCREASED SCHOOL SUPPORT.

Equality of opportunity is the cardinal principle of democracy. Intelligence alone can preserve it and make it safe for the State and Nation. But equality of opportunity and intelligence are impossible without equality of educational opportunity for all the children of all the people of the State. The evidence forces the conclusion that equality of educational opportunity has not been provided for all the children and

that it can never be provided without financial "State Aid" for Rural Schools.

CONSOLIDATION.

Consolidation in some measure has been effected in a number of counties during the past two years. Many County Boards of Education after thoroughly studying the problem have deemed it wise not to undertake consolidation on too large a scale where a great deal of transportation would be necessary, but have rather confined their efforts to uniting two or three one-teacher schools into a three or four-teacher school. Where this policy is followed most of the children are in walking distance and very little, if any extra expense is incurred. Many of the counties have made some very extravagant and failing efforts at consolidation. The counties that have made greatest progress and success in consolidation are: Broward, Brevard, Dade, DeSoto, Escambia, Osceola and Volusia.

Personally, I believe the time has now come, when a definite building and consolidation program can be projected throughout the State. But, the State must grant "State Aid" for Consolidated Rural Schools. This should be done by appropriating $2,000 annually to each County, under State Board of Education regulations, supervised by the State Inspectors.

Some major benefits of Consolidated Rural Schools might be mentioned but space forbids. However, one of the most urgent problems in rural education is to provide the people with easily accessible rural high schools. The percentage of country people educated in high schools of rural type is amazingly small in contrast with the percentage of town people, who have advantages of city or town high schools. City schools are organized for city children; rural high schools should be organized for rural children.

Alabama is appropriating annually $2,000 to each of her 67 counties for Consolidated Rural High Schools and an additional $100 each for Rural Libraries. South Carolina and North Dakota are doing about the same thing. Besides, many other States are in one way or another aiding Consolidated Rural High Schools.

COMPULSORY SCHOOL LAW.

There is no question of the success, in a majority of the Counties, of the compulsory school law. This law has been in force for almost two years and its benefits to Florida in an educational way during this short time cannot be calculated. It has brought into school, maybe for only four months in the year, boys and girls who otherwise might never have had the advantages of a public school education. It has stimulated educational interest all over the State. It has taught the people the value the State places on education.

Since school patrons are forced to send their children to school they desire the best educational advantages obtainable for them. The compulsory school law has proved an incentive to the people of the State in securing better school buildings, better school equipment, and better teachers.

The census of 1918 showed Florida with 313,145 children of school age—241,713 or 77.2% were enrolled in public schools and 10,332 or 3.3% were in private schools—61,054 or 19.5% were not enrolled in any type of school. I am glad to report the situation changed under the Compulsory Attendance Law.

TEACHERS BREAK CONTRACTS.

A very disturbing factor, and one that is assuming serious proportions, is the growing practice of teachers in disregarding their contracts. This is becoming a serious matter and unless it is checked it will soon have a deteriorating effect on education in Florida. The scarcity of teachers and the number of good positions—a better position—are to a great extent the cause of this condition. Much might be said of the teacher's influence in trying to teach honesty and truthfulness, who will violate his contract. Of course, something can be said on the part of the teacher. The salary of a public school teacher has always been small and has never been proportionate with salaries received for equal work and ability in other professions. Salaries of teachers have increased in the past few years, but not in proportion to the increase in the cost of living. Nothing that can be said in defense of the teacher can excuse him for violating his word of honor.

Here is a letter received by a County Superintendent just a few days ago:

"Dear Supt:————:

"Please accept my resignation as teacher in the ———— school.

"Having received a better offer, I feel that it will be to my advantage to accept it and that I am justified in doing so.

"Trusting that you will be very fortunate in securing a successor,

"I am, etc."

With the exception of names the above letter is given word for word. How the writer of this letter could feel justified in resigning the position he had contracted for, to accept a better offer, is more than I can see. I fear that some of our teachers are losing the vision which has guided our profession from the long past to the present time and are forgetting the responsibilities of the calling.

The majority, yes a very large majority, of the teachers in Florida are, however, I am glad to say, teachers in every sense of the word—men and women, who hold principles and honor higher than dollars.

WRITING.

The Most Neglected Subject in the State Course of Study.

My observation is that *writing* is one of the most neglected subjects in the public schools of the State. I do not mean to lead one to believe that writing is not taught in the rural schools, for it is—and more, I never fail to urge and stress the importance of writing. Very few rural schools, though, give the importance to the subject of writing that it should have. Many rural schools do not even give writing a place on the Daily Program of recitations. I always correct this error in my inspection.

A teacher, when asked why writing is not taught in her school will reply, "Writing does not seem to fit in with the rest of the studies;" "I do not find time for it." You may find boys and girls in the upper grades whose writing an expert in writing can hardly decipher. Clear, legible writing is almost as important as clear articulation.

STANDARDIZATION.

In 1919 I undertook a project of standardizing all the

public schools of the State below the Junior High School and issued a "Treatise on Standardization with Suggestions and Plans and Also Requirements." Following, I give the entire plan together with a list of schools meeting the requirements to date. Some 700 or more schools have been inspected and classified for Standardization and only 105 have been able so far to meet the requirements, but all have been stimulated to improve their conditions. This work has proven very beneficial to school improvement.

THE PROJECT FOR RURAL SCHOOL IMPROVEMENT:

STATE STANDARDIZED SCHOOLS.

A Treatise on Standardization of Public Schools with Suggestions and Plans, also Requirements and Application Form, by R. L. Turner, State Rural School Inspector. Revised 1920.

Tallahassee, Fla., Sept. 1st, 1920.

To County Superintendents.

Gentlemen:

To arouse the spirit of improvement among the people, as well as among school officers and teachers, and to lay out a field of definite achievement, the State Department provides a Standard School plan.

A certain degree of excellence in environment, in comfortable and sanitary conditions, and in the ability and character of the teacher, is fixed upon as necessary for a proper efficiency in the school.

The Small Country School.

Have we not arrived at the point in our educational advancement where an intelligent effort should be made to improve this type of school?

The standardization of high schools has accomplished notable results in establishing definite ideals and encouraging better school conditions throughout the State.

There has been a just and growing demand that the plan of standardization be broadened to extend its benefits to the other public schools. Unless the quality of work and general conditions of all other public schools are maintained on a par with those of the high schools, the general efficiency of all must inevitably suffer. It is to meet this demand, as well as to stimulate interest, that this plan is offered.

The State Board of Education and the Department of Public Instruction believe that the best interest of the children and of the community can be served to advantage only when the physical conditions of the schools are made as attractive and sanitary as possible. The Department therefore asks the co-operation of teachers, boards of education and parents in making all public schools "Standard Schools," or schools that for the most part meet reasonable ideals in respect to health, morals and the opportunity for intellectual development and the general welfare of the pupils.

The eligibility of a school to be classified as a "Standard School" will be determined through an inspection by the County Superintendent and State Inspector. Application must be signed by the teacher or teachers and County Superintendent.

The State Department of Education will give to each school meeting the requirements set forth herein a certificate bearing the words, "State Standard School." The certificate will be signed by the State Superintendent of Public Instruction, State Rural School Inspector and by the County Superintendent of Public Instruction.

These requirements will not remain fixed, but as educational progress takes place and the number of Standard Schools increases they will from time to time be raised.

We purpose later to organize a "Consolidated State Standard School" by asking the Legislature to grant "State Aid" where two or more country schools will consolidate and comply with certain requirements.

The list of "State Standard Schools," together with the names of the Principals therein, will be published annually by the Department.

A pupil completing the eight grades of a "State Standard School" will be admitted to a State accredited High School without examination.

With confident expectation of school improvement and best wishes to all who are concerned, I am,

Your friend,

R. L. TURNER,
State Rural School Inspector.

Adopted by the State Board of Education, September 11, 1919.

WM. N. SHEATS,
State Superintendent Public Instruction.

SPECIFICATIONS AND APPLICATION FORM FOR STANDARD SCHOOLS 1920-1921.

As soon as the school meets any requirement it should be checked in the space opposite the specifications.

When at least 80% of all the requirements, under each of the following headings, are fulfilled, make application—using this form—and a certificate will be awarded.

REQUIREMENTS FOR ONE-ROOM SCHOOL.

BUILDING.

1. House well built, good foundation, in good repair, ceiled or plastered and painted. []
2. Painted or tinted inside in first-class condition with approved color scheme. []
3. Window space at least one-fifth of floor space. []
4. Well lighted—light from left side or left and rear; no light in front of pupils. []
5. All windows on weights and fitted with good adjustable shades. []
6. Floors oiled or scrubbed once in six months. []
7. Good doors, furnished with locks and keys. []
8. Cloak rooms, Better: vestibule with cloak rooms. []

GROUNDS.

1. At least one acre, and kept in good condition. []
2. Two separate sanitary closets, kept clean and free from marks. []
3. Water supply from safe source and on school lot. []
4. U. S. flag and flag staff. []
5. At least four shade trees. []

EQUIPMENT.

1. Patent desk of at least three sizes, properly placed and adjusted. []
2. Good desk and chair for teacher. []
3. At least 40 square feet of good blackboard, fitted with chalk troughs, set about 26 inches from floor []

4. An unabridged dictionary in good condition with stand or shelf. []
5. Good heater, with safe flue. []
6. One or more good maps, including Florida. Good globe. []
7. Good brooms and duster. []
8. A well selected library, worth not less than $10, approved by County Superintendent. []
9. At least two standard pictures, framed and hung on walls. []
10. Good bookcase for all books and magazines. []

TEACHER.

1. Graduate of a standard high school or equivalent—two years normal training—with at least a second grade certificate. []
2. Salary not less than $50 per month. []
3. Member State and County Teachers' Association. []
4. Reading at least one "Educational Journal" and otherwise showing a professional spirit. []
5. Classification Record and Daily Register properly kept. []
6. Monthly reports given pupils. []

SCHOOL ORGANIZATION.

1. Term of at least six months. []
2. Enrollment of not less than fifteen pupils. []
3. Average daily attendance of 75% of enrollment. []
4. Not more than twenty-eight classes daily. []
5. State Course of Study followed. []
6. Daily program posted. []

COMMUNITY ACTIVITIES.

1. Active School Improvement Association. []
2. School Literary Society, Debating Club or School Civic Club. []
3. Other social gatherings co-operating with the school. []

A Two and More Teacher School Must Meet the Following Additional Requirements:

TWO-ROOM SCHOOL.

1. Principal, graduate of a standard High School, with at least a first-grade certificate. []

2. Salary not less than $65 per month. []
3. Enrollment of forty pupils. []
4. Library worth at least $15.00. []

THREE AND MORE ROOM SCHOOL.

1. Principal, graduate of a standard High School, with at least a first-grade certificate and one year of normal school training or equivalent—two years at summer school. []
2. Salary not less than $75 per month. []
3. Enrollment of sixty pupils. []
4. Library worth at least $25.00. []

APPLICATION.

Place

Date

The Principal of

School in the County of

hereby applies for a Certificate as a "State Standard School."

Salary of Principal $.....

Enrollment

(Signed)

.....
Principal.

.....
Asst.

.....
Asst.

.....
Asst.

P. O. Fla.

Recommended:

.....
County Superintendent of Public Instruction.

Approved:

.....
State Rural School Inspector.

CERTIFICATE ISSUED BY THE STATE TO STANDARD SCHOOLS.

FLORIDA STATE STANDARD SCHOOL.

This Certificate of Standardization is awarded by the State Department of Public Instruction to the..... School from the date hereof until the.....day of..... A. D. 19.... And Witness that the said School has attained Standardization as prescribed by said Department in the following items:

1. Building; 2. Grounds; 3. Equipment; 4. Teacher; 5. School Organization; 6. Community Activities.

In Witness Whereof, Our Signatures are hereto affixed at Tallahassee, Florida, this.....day of.....A. D. 19.....

.....

State Superintendent Public Instruction.

(Seal)

State Rural School Inspector.

.....

County Superintendent Public Instruction.

LIST OF STATE STANDARD SCHOOLS MEETING THE REQUIREMENTS.

December 31st, 1920.

Minimum Requirements: At least 80 per cent of all items listed on Application Blank under each of the following: 1. Building. 2. Grounds. 3. Equipment. 4. Teacher. 5. School Organization. 6. Community Activities.

County.	Name of School.	Principal.	Post Office.	Monthly Salary.	Total Enrollment.	No. Other Teachers.
Alachua	Tacoma	A. C. Maddox	Tacoma	$ 75	20	0
Bradford	Miller	Jas. T. Barnes	Miller	85	00	0
Citrus	New Hope	Miss Vada Allen	Istachatta	75	22	0
Citrus	Citrus	Miss Roselle Watson	Crystal River	90	28	1
Citrus	Red Level	Miss Edith Clegg	Crystal River	90	28	1
Citrus	Crystal River	Mrs. Grace M. Burrows	Crystal River	125	85	2
Citrus	Oak Grove	Miss Emily Williams	Crystal River	75	34	0
Citrus	Holder	Miss L. Everett	Holder	90	16	0
Citrus	Floral City	Miss Bessie Golden	Floral City	130	91	3
Clay	Orange Park	Jas. W. Stock	Orange Park	80	40	1
Calhoun	Port St. Joe	Mrs. Marks	Apalachicola	100	00	0
Dade	Highland Park	Mrs. M. J. Knight	Miami	108	210	6
Dade	Southside	Miss Hilda C. Anderson	Miami	120	300	6
Dade	Allapattah	Mrs. Ella G. Barnes	Allapattah	100	130	3
Dade	Orange Glade	Miss Hazel Weatherly	Miami	120	150	3
Dade	North Side	Miss Kate Colyer	Miami	200	710	14
Dade	Central	D. D. Davis	Miami	300	1413	32

County.	Name of School.	Principal.	Post Office.	Monthly Salary.	Total Enrollment.	No. Other Teachers.
Dade	Buena Vista	Miss Elizabeth Mizelle	Miami	120	350	8
Dade	Riverside	Mrs. G. C. Murrell	Miami	140	635	15
DeSoto	Oak Hill	Mrs. Mary A. Trump	Arcadia	90	55	1
DeSoto	Gardner	A. D. Williams	Gardner	125	114	3
DeSoto	Zolfo	J. W. Shelley	Zolfo	130	75	2
Duval	Baldwin	A. K. Roberts	Baldwin	150	110	3
Duval	Mandarin	Miss Pearl Pittard	Mandarin	125	58	1
Duval	Wesconnett	Miss Averitt	Wesconnett	125	00	2
Duval	Bayard	Miss Ina Edwards	Bayard	000	00	0
Escambia	Sunshine Hill	Miss Pearl Crabtree	Cantonement	70	40	0
Escambia	N. B. Cook	Miss Ethel Suter	Pensacola	140	435	11
Escambia	Jos. B. Lockey	Mrs. W. H. Crawford	Pensacola	150	352	11
Escambia	A. V. Clubbs	Miss Pauline Reese	Pensacola	165	412	13
Franklin	Carrabelle	D. F. Burns	Carrabelle	150	173	6
Gadsden	Mt. Pleasant	E. M. Stanfill	Mt. Pleasant	100	80	1
Hernando	Spring Lake	E. F. Leggett	Trilby	135	87	3
Hernando	Istachatta	Miss Janie Porterfield	Istachatta	70	18	0
Hernando	New Harmony	Lanning Shaw	Brooksville	75	33	0
Hernando	Providence	Miss Sallie-Jim Moore	Brooksville	70	16	0
Hernando	Riverland	Mrs. C. E. Figuette	Riverland	80	13	0
Lee	Alva	J. D. McFerron	Alva	200	115	5
Lee	East Ft. Myers	Mrs. Léola Seale	Ft. Myers	125	140	4
Lee	Sanibel	Miss Cordia Nutt	Sanibel	80	21	0
Lee	Iona	Miss Ione Suriet	Ft. Myers	85	13	0
Lee	Ft. Denaud	W. C. Richards	Ft. Denaud	75	51	1
Lee	Buckingham	J. B. Rooney	Buckingham	100	45	1
Lake	Mt. Dora	W. C. Finney	Mt. Dora	180	99	3
Lake	Tavares	Miss Mary Stones	Tavares	125	66	2
Leon	Miccosukee	Mrs. Julia C. Fordham	Miccosukee	75	63	2
Levy	Sumner	Miss Jane Sneller	Sumner	100	72	1
Manatee	Palma Sola	Miss Lena Rogers	Palma Sola	65	28	0
Manatee	Terra Ceia	Miss Mary E. Hubbard	Terra Ceia	100	76	2
Manatee	Palm View		Manatee	90	00	0
Marion	Citra	Miss Jocie Parrish	Citra	100	70	2
Monroe	Harris	James Wheeler	Key West	125	784	20
Orange	Taft	W. H. Wysong	Taft	75	41	1
Orange	Beulah	Miss Oleeta Morris	Winter Garden	85	35	0
Orange	Lockhart	Mrs. E. M. Wilson	Apopka	70	25	0
Orange	Gotha	George Trapp	Gotha	75	20	0
Orange	Windermere	Miss Laura L. Lewter	Windermere	90	36	0
Orange	Zellwood	A. C. Allen	Zellwood	125	47	2
Orange	Winter Garden	Mrs. Elizabeth Welch	Winter Garden	125	105	4
Orange	Boggy Creek	Miss Althea Tichenor	Taft	70	15	0
Orange	Maitland	Mrs. D. C. Wheeler	Maitland	110	23	0
Osceola	Lokosee	Mrs. Carrie N. Edris	Lokosee	65	15	0
Osceola	Campbell	Mrs. F. L. Overstreet	Kissimmee	80	25	0
Osceola	Kenansville	Robert L. Hall	Kenansville	100	43	1
Palm Beach	Lake Worth	Edwin Ewing	Lake Worth	140	258	7
Pasco	St. Joseph	Mrs. Ida F. Dunne	San Antonio	65	28	0
Pinellas	North Ward	Mrs. M. G. Wilder	St. Petersburg	125	292	7
Pinellas	Seminole	Miss Emma Futch	Seminole	100	61	1

County.	Name of School.	Principal.	Post Office.	Monthly Salary.	Total Enrollment.	No. Other Teachers.
Pinellas	Harris	Mrs. W. M. Brinker	St. Petersburg	90	29	0
Pinellas	Pinellas Park	Miss Ethel Stanley	Pinellas Park	85	27	0
Pinellas	Dunedin	Miss Ida E. Guilliams	Dunedin	100	150	3
Pinellas	Central Grammar	Miss Lula A. Atwood	St. Petersburg	137½	546	15
Pinellas	Glen Oak	Miss Ethel C. Bachman	St. Petersburg	105	125	3
Pinellas	Roser Park	Miss A. L. Anderson	St. Petersburg	100	284	6
Pinellas	Central Primer	Miss Natalee Sterling	St. Petersburg	00	00	8
Polk	Davenport	Miss Bessie Furen	Davenport	114	80	1
Polk	Brewster	Miss Gertrude McAuthur	Brewster	200	175	4
Polk	Haines City	Mrs. E. C. Leader	Haines City	145	131	4
Polk	Eagle Lake	D. A. Kinsey	Eagle Lake	135	120	2
Polk	Homeland	Mrs. L. O. Gravely	Homeland	145	120	3
Putnam	Peniel	E. E. Hamilton	Palatka	125	86	2
Santa Rosa	Calhoun	D. C. Adkison	Brewton, Ala.	80	74	1
Seminole	Geneva	M. E. Dooley	Geneva	125	60	2
Seminole	Oviedo	Mrs. A. K. Crawford	Oviedo	100	68	2
Sumter	Long Hammock	Chas. W. Person	Wildwood	75	63	1
Sumter	Wildwood	F. G. Russ	Wildwood	150	110	3
Sumter	Oxford	D. R. Glenn	Oxford	125	193	6
Taylor	Bee Tree	Miss Effie T. Stokes	Perry	70	16	0
Volusia	Glenwood	Miss Dorothy Hayden	Glenwood	75	24	0
Volusia	DeLeon Springs	Miss E. Willecombe	DeLeon Springs	100	54	1
Volusia	Lake Helen	C. F. Whitlock	Lake Helen	125	123	3
Volusia	Pierson	Miss H. J. Peterson	Pierson	100	55	2
Volusia	Seville	A. D. Wentworth	Seville	125	65	2
Volusia	Osteen	Jno. J. Mires	Osteen	112½	40	1
Volusia	Briggsville	Mrs. Lydia Samsula	Briggsville	75	17	0
Volusia	Turnbull Bay	Miss Molye Thomas	Turnbull Bay	75	31	0
Volusia	Oak Hill	L. P. Mills	Oak Hill	125	73	2
Volusia	Ariel	Miss Minnie Barrs	Ariel	75	18	0
Volusia	Port Orange	Mrs. Eugenia Fair	Port Orange	125	110	2
Volusia	Holly Hill	Miss Rosa Pardee	Holly Hill	100	80	2
Volusia	Ormond	O. L. Durrance	Ormond	135	120	3
Volusia	Emporia	Mrs. G. Wainwright	Emporia	75	23	0
Volusia	McGlen	Miss M. Anderson	Seville	75	19	0
Wakulla	Crawfordville	A. V. Withers	Crawfordville	135	70	1
Wakulla	West Sopchoppy	Miss Pope	Sopchoppy	00	00	0

POLICIES ADVOCATED.

For the purpose of enlisting every body concerned in Education and school improvement and to create an organized effort for better Rural Schools, I have been suggesting the following for County Superintendents:

1. County Teachers' Associations to meet bi-monthly, at least, during the school term.

2. Annual Convention of County school officers, trustees and supervisors—say about May 25th, to make "Itemized Estimate," recommendations and discuss the work in general.
3. An annual inspection of all the schools of the County by the Board of Education, together with the County Superintendent, to determine the physical conditions, needs and necessary improvements of each.

As I see the situation, no measure will do more to secure co-operation and liberal support for rural schools than the inauguration of the above policies.

In addition to the above I favor:

1. Minimum salary for teachers—say $1,000.00 per year.
2. Not less than eight nor more than nine months term for all schools.
3. Annual contract with teachers of twelve equal payments. (Nine months service, six weeks required at professional training school and vacation for remainder of year.)

CONCLUSION.

The school officials of Florida, the teachers of all the schools, the newspapers of the State and the people generally have been very generous and kind as well as helpful to us in our work.

We feel with deep and sincere appreciation this consideration on the part of all for the efforts of the State Rural School Inspector and heartily thank each one for his support.

Most respectfully submitted,

R. L. TURNER,
State Rural School Inspector.

REPORT OF INSPECTOR, MISS CHRISTIAN McDONALD.

Hon. W. N. Sheats,
Supt. of Public Instruction,
Tallahassee, Florida.

Dear Sir:

I have the honor to submit herewith my report as rural school inspector for the period beginning October 1, and ending December 31, 1920.

As I have been in the work only three months, I shall not attempt to give a report containing a great number of statistics, but will endeavor to show the needs of the rural schools as I see them and to suggest some possible remedies for existing evils, and to explain some of the things which I hope to accomplish.

Although I have been officially engaged in this work for three months, I have been interested in rural education for a number of years, and while employed in the capacity of examiner on the State Board of Examiners, I have observed with a great deal of interest the rural schools in the communities visited. I am pleased to state that in the twelve counties which I have visited, I have found better school buildings, better equipped play grounds, and better toilet facilities than there were formerly found, and I am sure this improvement is due, in a large measure, to the timely efforts of the Rural School Inspectors who preceded me, and the persistent efforts of my co-oworker, Mr. R. L. Turner.

There is still much to be desired in the way of equipment for the rural schools. Many of the buildings have been constructed without any regard for the comfort of the pupils and the teachers. In as much as children spend more time within the confines of a school house than they do in their homes, it would seem that parents would see the necessity for comfortable, well-lighted school rooms.

I regret to report that I find many weak and incompetent teachers in the country schools. This is especially deplorable as 60% of the school population is in the rural districts. Many of the best teachers have been attracted to the cities by the higher salaries paid, while a large per cent of them have left the teaching profession for other lines of activity. In order to keep the schools going at all, County Superintendents and

School Boards have been obliged to employ boys and girls who are too immature to teach. The fault does not rest alone upon school officials, but as much on a public that is willing to spend more money for chewing gum, cigarettes and for movies than for the cause of education.

County Superintendents, School Boards, Rural Inspectors and all others interested in the cause of education, should strive to create in the country teachers a desire for training for their work, and once the desire is created, provisions should be made to meet this desire. Various special rural school departments should be established in the Normal Colleges, and especially in the State Summer Schools.

If untrained and inexperienced teachers must be employed, these should be kept in the city schools where there is daily expert supervision, and trained teachers, at least some of them, should be sent to the country districts, and they should receive salaries commensurate with their ability and their special fitness for the work. This is fair, right and logical.

I find in almost every county which I have visited, County Superintendents who are overworked and underpaid. In as much as these men are elected without any consideration for their educational qualifications for the office, it seems to me that they should not be expected to supervise the teaching, but that their work should be with the financial and clerical side, and that expert supervisors should be employed. One look into the counties where this plan is followed is enough to convince any one of its advantages. The counties which employ expert supervisors are doing much better educational work than those counties where the County Superintendents attempt to supervise the teaching. The salaries of County Superintendents should certainly be increased, and should be such as to induce experienced school men and practical business men to seek the office.

It is my desire to arouse the teachers in rural communities to the necessity for keeping in touch with the happenings of the day. I am urging the teachers to subscribe for and read at least one professional journal, one daily newspaper, and one good current magazine.

I believe that county teachers' associations and county institutes serve to inspire teachers to greater efforts, and I am

asking county school officials to inaugurate these in counties which at present have none.

One recommendation that I wish to make is, that School Boards quit paying the SCHOOL but pay the TEACHER. A good teacher should receive as much pay to teach in the one-room school in the back woods as her sister receives in a city school.

Something must be done to encourage GOOD teachers to go into the rural schools. There is a wonderful field for service here. The efficient country teacher has really a wider field for service than has the teacher in the city. One of the things that I am hoping to be able to get country teachers to do is to organize the communities in which they teach into societies co-operating with the schools, and thus arouse deeper interest in the schools.

Business men are complaining everywhere that the public schools are not fitting boys and girls for life. I am urging teachers to study business conditions in the communities in which they teach and to give the pupils instruction along practical lines.

I wish to thank all County Superintendents for their uniform courteous treatment and co-operation with me. I also want to thank the county rural school supervisors for their courtesy and assistance. The work of the Rural School Inspector is growing in importance and while the inspectors have accomplished a great deal, there is a great deal more which must be done.

Very respectfully,

CHRISTIAN MCDONALD,

State Rural School Inspector.

CHAPTER VII.

SUMMER SCHOOLS FOR TEACHERS.

The appropriation for the Summer Schools by the Legislature of 1919, Chapter 7797, was $10,000 for each of the years, 1919 and 1920, to carry out the provisions of Chapter 6835, Laws of 1915.

Three Summer Schools were maintained with this fund for each year; one at the University of Florida, one at the Florida State College for Women, and one at the Florida Agricultural and Mechanical College for Negroes. Each school was conducted each year for a period of 40 days actual working time. The session of each year began on Monday nearest the 15th day of June and closed eight weeks thereafter, in the month of August.

It will be seen from the following report of these schools that the faculties were partly paid out of the funds of each Institution, and only the $10,000 is accounted for in these reports.

In the following pages, the faculty employed in each school for each year is given and the amount paid to each out of the appropriation of $10,000. The attendance at each school and the counties from which the students were enrolled are also given for each year.

All teachers attending any one of these schools a total of 35 out of the 40 days and giving proper attention to their duties, as reported by the faculties, were granted an extension of one year on whatever teacher's certificate they held which was valid on June 1st of the year in which the school was conducted.

It is believed that these Summer Schools are doing much to improve and inspirit with professional pride all teachers who avail themselves of the benefits of the instruction.

FACULTIES FOR 1919.

Exhibit I.—Names of Teachers and Amounts Paid.

(Each Taught 40 Days.)

UNIVERSITY SCHOOL AT GAINESVILLE.

Faculty.	*Salaries.*
Dr. A. A. Murphree, President	$.....
Dr. H. W. Cox	300.00
F. W. Buchholz	300.00
W. L. Floyd	300.00
S. L. Woodward	300.00
W. B. Hathaway	300.00
P. H. Hensley	300.00
W. S. Cawthon	300.00
W. M. Kemper (one month)	150.00
F. S. Wetzel	300.00
Miss Marie Anderson	300.00
Miss Margaret Burney	300.00
E. W. McMullen	300.00
W. E. Sawyer	300.00
Miss Orilla Washburn	300.00
H. G. Metcalf (one month)	150.00
*J. M. Chapman	
*J. N. Anderson	
*E. C. Beck	
*C. L. Crow	
*Joseph R. Fulk	
*Miss Frances Kittrell	
*A. D. St. Amant	
*W. M. Tyler	
*Mrs. J. W. Rumley	
*L. W. Buchholz	
*R. G. Sawyer	
*P. W. Fattig	
*G. C. Fisher	
*J. J. Grimm	
*J. F. Hatcher	
*C. F. Hodge	
*T. T. Lindsey	
*J. L. McGhee	
*W. M. Tyler	
Total salaries at University	$4,200.00

*Paid from University fund.

STATE COLLEGE FOR WOMEN AT TALLAHASSEE.

Faculty.	*Salaries.*
Dr. Edward Conradi, President	$.....
N. M. Salley	300.00
E. A. Hayden	300.00
J. I. Reece	300.00
B. B. Lane	300.00
W. A. Little	300.00
M. P. Geiger	300.00
W. T. Cash	300.00
W. H. Cassels	300.00
Mrs. F. N. Clayton	300.00
Jos. A. Youngblood	300.00
J. B. Game	300.00
Miss Margaret A. Lemon	300.00
L. S. Barber	300.00
A. H. Fellers	300.00
*Raymond Bellamy	
*W. G. Dodd	
*E. V. Gage	
*Miss Sarah D. Griffin	
*Miss Lonnie Landrum	
*Miss Luella M. Richey	
*Miss Marjorie Leach	
*Miss Helen M. Carter	
*L. K. Conibear	
*Miss Marie Williams	
*Miss Ruth Shearer	
*R. H. Hixon	
*Miss Susan Lancaster	
*Miss Patricia Balam	
Total salaries at College for Women	$4,200.00

*Paid from College fund.

AGRICULTURAL AND MECHANICAL COLLEGE FOR NEGROES AT TALLAHASSEE.

Faculty.	*Salaries.*
Nathan B. Young, President	$.....
Homer Thomas	200.00
Geo. M. Sampson	200.00
H. Coleman	200.00
Geo. N. White	200.00
Mrs. E. P. Jones	180.00
Miss A. L. Combs	50.00
Miss L. M. Cropper	180.00
Miss J. A. Calvin	50.00
Mrs. L. C. Evans	180.00
*C. B. Moon	
*E. C. May	
*B. L. Perry	
*Mrs. J. D. McCall	
*R. H. Hixon	
Total salaries A. & M. College	$1,440.00

*Paid from College fund.

Total salaries paid from State Funds $9,840.00

FACULTIES FOR 1920.

UNIVERSITY SCHOOL AT GAINESVILLE.

Faculty.	*Salaries.*
Dr. A. A. Murphree, President	$.....
Dr. H. W. Cox	300.00
Dr. J. N. Anderson	300.00
E. C. Beck	300.00
F. W. Buchholz	300.00
W. L. Floyd	300.00
F. S. Wetzel	300.00
P. W. Corr	300.00
W. B. Hathaway	300.00
P. H. Hensley	300.00
Miss Shelton Souter	300.00
T. M. Simpson	300.00
Miss Margaret Burns	300.00
Geo. M. Lynch, 20 days	150.00
S. L. Woodward	300.00
A. E. Gladding, 20 days	150.00
*A. P. Black	
*Geo. E. White	
*Miss Rose Cox	
*Mrs. J. W. Rumley	
*Miss Ruth White	
*J. M. Leake	
*C. S. Barney	
*A. Johnstad	
*R. K. Watkins	
*J. M. Chapman	
*C. L. Crow	
*P. W. Fattig	
*J. R. Fulk	
*J. W. Norman	
*C. F. Hodge	
*R. H. Hixon	
*H. G. Metcalf	
Total salaries at University	$4,200.00

*Paid from University fund.

STATE COLLEGE FOR WOMEN AT TALLAHASSEE.

Faculty.	*Salaries.*
Dr. Edward Conradi, President	$.....
Arthur Williams	300.00
M. P. Geiger	300.00
E. A. Hayden	300.00
B. B. Lane	300.00
W. E. Sawyer	300.00
W. G. Dodd	300.00
W. A. Little	300.00
E. W. McMullen	300.00
W. T. Cash	300.00
J. B. Game	300.00
R. R. Hollingsworth	300.00
L. S. Barber	300.00
Miss Mary Sheppard	300.00
Miss Nora Hart	300.00
*Raymond Bellamy	
*E. V. Gage	
*Clara L. Cone	
*Miss Marjorie Leach	
*Miss Luella Richey	
*Miss Harriet B. Layton	
*Miss Lucy Conibear	
*Miss Dorothy Richey	
*Miss Louise Randall	
*Miss Priscilla Lane	
*Miss Cora E. Gray	
*Mr. Williams	
*Miss Louise Richardson	
*Mrs. S. L. Cawthon	
Total salaries at College for Women	$4,200.00

*Paid from College fund.

AGRICULTURAL AND MECHANICAL COLLEGE FOR NEGROES AT TALLAHASSEE.

Faculty.	*Salaries.*
N. B. Young, President	$
Homer Thomas	220.00
B. L. Waits	220.00
R. J. Hawkins	220.00
H. F. Coleman	220.00
Miss L. M. Cropper	200.00
Mrs. E. P. Jones	200.00
G. M. Sampson	192.50
W. H. Holloway	60.00
S. H. Daniels	27.50
*A. L. Mebane	
*R. G. Bruce	
*Miss M. R. Brooks	
*Miss E. O. Page	
*Miss E. C. May	
*Miss T. E. Williams	
*Miss H. D. Forbes	
*Miss J. A. Calvin	
*J. F. Matheus	
*Mrs. Julia Davis	
*Miss Bertha Arrington	
Total salaries A. & M. College	$1,560.00

*Paid from College fund.

Total salaries paid from State Funds..... $9,960.00

FINANCIAL SUMMARY.

	Dr.	Cr.
1919. State Appropriation	$20,000.00	
June 15—Telegrams		$ 4.59
Aug. 20—Florida School Room, printing		15.00
Aug. 15—Salaries		9,840.00
1920.		
Feb. 6—Florida Times-Union, advertising		7.02
Mar. 6—Telegrams		.39
April 1—T. J. Appleyard, printing		45.00
June 18—T. J. Appleyard, printing		3.75
July 15—The Florida School Room, printing		20.00
Aug. 9—Salaries		9,960.00
Aug. 9—Balance in Fund		104.25
Totals	$20,000.00	$20,000.00

EXHIBIT II.—Attendance at Summer Schools in 1919-1920.

SCHOOL AT GAINESVILLE.	1919.			1920.		
	Total.	Male.	Female.	Total.	Male.	Female.
Number enrolled over 16 years of age	612	204	408	744	236	508
Average daily attendance	556	183	373	650	160	490
Number who had taught	371	94	277	411	84	327
Number who had not taught	241	110	131	333	152	181
Number holding First Grade Certificates	117	40	77	133	38	95
Number holding Second Grade Certificates	111	11	100	131	11	120
Number holding Third Grade Certificates	50	3	47	56	6	50
Number holding other Certificates—State, Primary, etc.	60	24	36	66	28	38
Number whose Certificates were extended one year	190	23	167	249	37	212
Number holding no Certificates	274	126	148	358	153	205
SCHOOL AT TALLAHASSEE.						
Number enrolled over 16 years of age	469	23	446	423	33	390
Average daily attendance	435	21	414	374	28	346
Number who had taught	284	12	272	245	21	224
Number who had not taught	185	11	174	178	12	166
Number holding First Grade Certificates	91	8	83	57	10	47
Number holding Second Grade Certificates	97	1	96	95	4	91
Number holding Third Grade Certificates	58	1	57	45	0	45
Number holding other Certificates, State, Primary, etc.	23	2	21	32	7	25
Number holding no Certificates	190	11	179	194	12	182
Number whose Certificates were extended one year	156	4	152	139	14	125
SCHOOL FOR NEGROES AT TALLAHASSEE.						
Number enrolled over 16 years of age	207	6	201	237	23	214
Average daily attendance	201	4	197	224	18	206
Number who had taught	151	4	147	155	10	145
Number who had not taught	56	2	54	82	13	69
Number holding First Grade Certificates	2	0	2	3	1	2
Number holding Second Grade Certificates	53	3	50	72	8	64
Number holding Third Grade Certificates	93	0	93	79	0	79
Number holding no Certificates	57	2	55	82	13	69
Number whose Certificates were extended one year	125	2	123	143	8	135

EXHIBIT III.—Enrollment by Counties, Race and Sex.

	Whites at Gainesville.						Whites at Tallahassee.						Negroes at Tallahassee.					
	1919.			1920.			1919.			1920.			1919.			1920.		
	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
In State	192	398	590	222	492	714	22	434	456	32	367	399	6	194	200	23	209	232
Alachua	35	88	123	46	87	133		6	6		7	7	1	13	14	2	10	12
Baker	1		1					1	1									
Bay	4		4	2	3	5		15	15	1	9	10					2	2
Bradford	6	17	23	13	20	33		1	1		3	3					1	1
Brevard	5	4	9	9	11	20		8	8		2	2		1	1	1	2	3
Broward					3	3	1	5	6	1	1	2						
Calhoun								6	6	1	14	15						
Citrus	2	8	10	1	5	6		4	4		1	1		1	1			
Clay	1	3	4		2	2					11	11					1	1
Columbia	4	10	14	5	12	17		4	4					3	3	2	5	7
Dade	3	5	8	2	3	5		11	11		9	9		2	2		2	2
DeSoto	14	16	30	12	19	31		14	14		2	2						
Duval	1	8	9	5	21	26		16	16		13	13		26	26	1	28	29
Escambia	3	3	6				1	12	13		22	22		20	20		15	15
Flagler	2	4	6															
Franklin		1	1					9	9	1	8	9		1	1		1	1
Gadsden	2		2	5	1	6		18	18		26	26		5	5	1	4	5
Hamilton	1	1	2		4	4		2	2		2	2						
Hernando	1		1	1	1	2		5	5		6	6		1	1			
Hillsborough	14	36	50	6	29	35		22	22		15	15		7	7	1	8	9
Holmes		1	1	2		2		6	6	1	4	5						
Jackson	3		3	6	1	7	1	22	23	1	23	24		3	3		3	3
Jefferson	1	1	2	1	1	2		12	12		9	9					1	1
Lafayette		6	6	1	3	4		1	1	1	1	2						
Lake	6	9	15	12	29	41		7	7		7	7		1	1		2	2
Lee	3	14	17	1	9	10		3	3	1	2	3					1	1
Leon	1		1	2	2	4	10	59	69	10	53	63	3	51	54	12	51	63
Levy	2	7	9	4	11	15								1	1		3	3
Liberty	2		2					12	12		8	8						
Madison	3	4	7	3		3	1	5	6	2	13	15		1	1		2	2
Manatee	5	7	12	3	23	26		19	19		2	2						
Marion	3	14	17	11	30	41		1	1		7	7		8	8		2	2
Monroe	5	9	14	4	14	18		9	9		8	8					7	7
Nassau					1	1		1	1	1	2	3		1	1		4	4
Okeechobee	2	2	4	1	3	4		2	2		1	1						
Okaloosa	2		2	4		4		2	2		8	8					3	3
Orange	2	9	11	5	15	20		11	11		10	10		9	9	1	13	14
Osceola	1	4	5	1	7	8		2	2		1	1		2	2			
Palm Beach	2	9	11	4	10	14		2	2		1	1		4	4			
Pasco	1	14	15	4	17	21		4	4		1	1		1	1		2	2
Pinellas	7	14	21	7	10	17	1	4	5	1	1	2		4	4		1	1
Polk	7	22	29	2	19	21		9	9	1	5	6		1	1		5	5
Putnam	3	4	7	7	6	13		12	12		1	1		6	6		8	8
St. Johns	2	6	8	5	4	9		4	4					4	4		3	3
St. Lucie		2	2	1	5	6		6	6		1	1						
Santa Rosa	1	1	2	3		3		8	8		3	3		2	2		1	1
Seminole	2	3	5		10	10		2	2		5	5					1	1
Sumter	9	13	22	7	12	19	1	3	4	1	1	2					1	1
Suwannee	6	11	17	6	13	19		5	5	1	4	5		1	1		2	2
Taylor	1		1	1		1	5	5	10	4	7	11				2		2
Volusia	6	6	12	3	14	17	1	20	21		9	9	2	7	9		8	8
Wakulla								6	6	1	6	7		3	3		4	4
Walton	2	1	3	3	2	5		8	8	2	7	9		1	1		2	2
Washington	3	1	4	1		1		3	3		5	5		3	3			
Other States	12	10	22	14	16	30	1	12	13	1	23	24		7	7		5	
Grand Total	204	408	612	236	508	744	23	446	469	33	390	423	6	201	207	23	214	232

CHAPTER VIII.

HIGH SCHOOLS.

Prof. W. S. Cawthon of the Department of Education of the University of Florida at Gainesville began his duties in September, 1916, filling the position both of Professor of Secondary Education in the University and Inspector of the High Schools of the State. His report for the biennium, ending June 30, 1918, embraced but a short period of his services as High School Inspector. He filled this dual position until April 1, 1920.

State High School Inspector.

On March 16, 1920, Hon. Abraham Flexner, Secretary of the General Education Board of New York, wrote the State Superintendent notifying him that a State Agent for Secondary Education had been granted the State of Florida by that Board whose "main and primary business shall be the inspection and supervision of the secondary schools of the State, the salary of said Agent not to exceed $3000 per annum, with an allowance of additional sums not to exceed $1200 for travel and $1000 for stenographic assistance, it being definitely stipulated that the General Education Board's appropriation for this work will terminate at the end of five years."

Since April 1, 1920, Prof. W. S. Cawthon has filled the single position of Agent as Inspector and Supervisor of the High Schools of the State. His salary and expenses are paid entirely by funds donated by the General Education Board and he has devoted all his time to this work. He not only visits the schools and reports their condition monthly to the General Education Board and to the State Department of Education. He also participates in the accrediting of the high schools of the State. The report of Mr. Cawthon follows in this Chapter, as well as the rules and regulations of the State Board of Education governing the accrediting of the high schools, with a list of the accredited high schools for the school year 1919-20.

FLORIDA REGULATIONS FOR ACCREDITING HIGH SCHOOLS.

These Regulations are based upon Chapter 5206 and the re-enacted Chapter 5382, Laws of Florida, which provide for only two grades of high schools, Junior and Senior; but the State Board of Education authorized three grades, Junior, Intermediate, and Senior High Schools.

JUNIOR HIGH SCHOOLS.

Regulation 1. No school shall be recognized as a Junior High School which does not meet each of the following requirements:

1st. The term shall not be less than 8 months, or 160 days.

2nd. The average daily attendance of all pupils shall not be less than 50.

3rd. It must have in regular attendance not less than a total of 10 pupils in one or both of the Ninth and Tenth grades, regularly and properly promoted from the grade next below.

4th. It must employ not less than a total of 4 teachers, each legally certificated according to the laws of this State, and devoting all of his or her time to teaching in the school.

5th. The principal shall hold either a Life State or State Certificate, or a valid First Grade Certificate issued under the laws of this State and, in addition, a Special Certificate covering all the academic branches or subjects, not covered by a First Grade Certificate, embraced in and prescribed in the Standard High School Course of Study for the Ninth and Tenth Grades.

6th. At least one capable teacher, must devote all of his or her time to teaching the Ninth and Tenth grades, and where there is but one teacher giving full time to these two grades, but one of the Standard Courses of Study must be offered.

7th. The average length of recitation periods in the two high school grades shall not be less than 40 minutes.

8th. All pupils in high school grades must at all times carry not less than four academic subjects; provided, that some vocational, industrial, or elective study may occupy one recitation period.

9th. The building must have not less than four ample and well adapted recitation rooms, all properly equipped with patent desks, blackboards and other necessary teaching appliances.

10th. It must have laboratory equipment and a well selected library, each worth not less than $100.

INTERMEDIATE HIGH SCHOOLS.

Regulation 2. No school shall be recognized as an Intermediate High School which does not meet each of the following requirements:

1st. The term shall not be less than 8 months, or 160 days.

2nd. The average daily attendance of all pupils shall not be less than 100.

3rd. It must have in regular attendance not less than a total of 20 pupils in the Ninth, Tenth and Eleventh grades, 5 of whom must be in the Eleventh grade, all regularly and properly promoted from the next grade below.

4th. It must employ not less than two teachers, exclusive of the principal, each legally certificated according to the laws of this State and devoting all of his or her time to teaching high school classes; the certificate held by each shall be a Life State or State Certificate, or a First Grade Certificate and a Special Certificate covering all the academic branches or subjects each teaches embraced in and prescribed in one of the Standard Courses of Study for the three lowest high school grades.

5th. Every teacher of any subject must hold a certificate covering the particular subject taught.

6th. The principal shall hold either a State Life or State Certificate, and shall not hear more than four regular recitations a day.

7th. The average length of recitation periods, in all high school grades, shall not be less than 45 minutes.

8th. All pupils in high school grades must carry all the time not less than four academic subjects; provided, that some vocational, industrial, or elective subject may take the period of one subject.

9th. The building must have not less than seven ample and well adapted recitation rooms, all properly equipped with patent desks, blackboards, and other necessary teaching appliances.

10th. It must have laboratory equipment and a well selected library of books, each worth not less than $150.

SENIOR HIGH SCHOOLS.

Regulation 3. No school shall be recognized as a Senior High School which does not meet each one of the following requirements:

1st. The term shall not be less than 8 months, or 160 days.

2nd. The average daily attendance of all pupils shall not be less than 150.

3rd. It must have in regular attendance not less than a total of 30 pupils in the four high school grades, not less than a total of 10 pupils in the two highest grades, all regularly and properly promoted from the grade next below.

4th. It must employ not less than three teachers, exclusive of the principal, each legally certificated according to the laws of this State and devoting all of his or her time to teaching high school classes; the certificate held by each shall be a Life State or State Certificate, or a First Grade Certificate and a Special Certificate covering all the specific academic branches or subjects each teaches, embraced in and prescribed in one of the standard Courses of Study.

5th. Every teacher of any subject must hold a certificate covering the particular subject taught.

6th. The principal shall hold either a Life State or State Certificate, and shall not hear more than three regular recitations a day.

7th. The average length of recitation periods in all high school grades shall not be less than 45 minutes.

8th. All pupils in high school grades must carry all the time not less than four academic subjects; provided, that some vocational, industrial, or elective subject may take the period of one subject.

9th. The building must have not less than eight ample and well adapted recitation rooms, all properly equipped with patent desks, blackboards, and other necessary teaching appliances.

10th. It must have laboratory equipment and a well selected library of books, each worth not less than $200.

GENERAL.

Regulation 4. The State Board construes the legal meaning of the word teacher to be one legally licensed according to the certification laws of this State, regularly elected and contracted with by a County Board of Public Instruction, devoting his or her entire time to school work, and paid for services directly by warrant of the County Board of Public Instruction.

Regulation 5. The Standard Course of Study, or its equivalent with such modifications or additions by local school authorities as may be submitted to and approved by the State Board of Education, is the minimum requirement for graduation from any grade of high school.

SUGGESTED REGULATIONS.

Regulation 6. It is urgently recommended that the final annual examinations of all high school grades, after the school year 1914-15, be uniform throughout the State upon questions submitted by the State Inspector of High Schools, and that promotions and graduations be partly based upon these examinations.

Regulation 7. It is further recommended that all high school diplomas for the different Courses of Study and grades be uniform for that course or grade, be furnished by the State, and be signed by the Governor, the State Superintendent of Public Instruction, the Inspector of High Schools, one or all, and local school authorities.

Regulation 8. All past Regulations relating to high schools, adopted by the State Board of Education and in conflict with these eight Regulations, are hereby annulled.

The above were amended and re-adopted by the State Board of Education, March 5, 1915.

STATE BOARD OF EDUCATION.

Attest:

W. N. SHEATS,
Secretary and State Superintendent of Public Instruction.

HIGH SCHOOLS ACCREDITED UNDER STATE REGULATIONS.
For the School Year 1919-1920.
JUNIOR HIGH SCHOOLS.

COUNTY.	NAME OF SCHOOL.	PRINCIPAL.	POST OFFICE.	Monthly Salary.	All Pupils.	H. S. Pupils.	H. S. Teachers.
Bay	Millville	E. M. Knight	Millville	$175	508	22	2
Bay	St. Andrews	Peyton L. Yon	St. Andrews	175	281	17	1
Calhoun	Altha	E. L. Shuler	Altha	150	338	15	1
Flagler	Bunnell	J. M. Syfrett	Bunnell	150	130	16	1
Gadsden	Chattahoochee	M. R. Hinson	Chattahoochee	150	162	12	1
Gadsden	Concord	Ira L. Gunson	Concord	110	138	12	1
Gadsden	Havana	Leon A. Gray	Havana	150	218	31	1
Hillsborough	Geo. Washington	D. M. Cook	Tampa	225	990	238	8
Hillsborough	Woodrow Wilson	Robert M. Ray	Tampa	225	438	118	9
Lake	Clermont-Minneola	D. H. Moore	Clermont	150	116	18	2
Levy	Cedar Key	Sidney D. Padgett	Cedar Key	140	150	11	1
Orange	Winter Park	M. J. Okerlund	Winter Park	180	207	24	4
Pasco	Elfers	G. D. Pinholster	Elfers	140	97	10	1
Volusia	Enterprise	Miss Addie Beardsley	Enterprise	125	102	14	1
Volusia	Central	T. J. McBeath	Barberville	190	72	37	3

INTERMEDIATE HIGH SCHOOLS.

COUNTY.	NAME OF SCHOOL.	PRINCIPAL.	POST OFFICE.	Monthly Salary.	All Pupils.	H. S. Pupils.	H. S. Teachers.
Bay	Panama City	C. N. Carnes	Panama City	$175	412	45	3
Dade	Dade Co. Agricultural	A. C. Alleshouse	Lemon City	250	344	47	5
Holmes	Bonifay	L. R. Sims	Bonifay	150	373	38	3
Lake	Montverde Indus'l	H. P. Carpenter	Montverde	175	194	64	4
Lake	Umatilla	W. O. Smith	Umatilla	165	281	44	3
Lake	Eustis	W. L. Goette	Eustis	175	251	50	3
Lafayette	Lafayette County	U. P. Davis	Mayo	225	198	39	6
Lee	LaBelle	Carl E. Royer	LaBelle	150	192	22	4
Levy	Williston	J. H. George	Williston	150	230	39	4
Osceola	St. Cloud	N. H. Bullard	St. Cloud	200	324	35	3
Palm Beach	Stuart	W. D. G. Wine	Stuart	200		36	3
Pasco	Zephyrhills	J. W. Asbury	Zephyrhills	200	281	47	3
Taylor	Taylor County	A. E. Riley	Perry	175	429	59	3

SENIOR HIGH SCHOOLS.

COUNTY.	NAME OF SCHOOL.	PRINCIPAL.	POST OFFICE.	Monthly Salary.	All Pupils.	H. S. Pupils.	H. S. Teachers.
Alachua	Gainesville	F. W. Buchholz	Gainesville	$300	994	209	8
Broward	Ft. Lauderdale	M. P. Geiger	Ft. Lauderdale	250	537	112	11
Dade	Miami	J. H. Workman	Miami	389		535	21
DeSoto	DeSoto County	W. N. Henderson	Arcadia	250	680	160	7
DeSoto	Wauchula	D. B. Shaver	Wauchula	175	827	118	8
Escambia	Pensacola	J. M. Collier	Pensacola	300		382	15
Gadsden	Gadsden County	R. M. Evans	Quincy	333		111	6
Hillsborough	*Hillsborough County	E. L. Robinson	Tampa	333		573	19
Hillsborough	Plant City	S. L. Woodward	Plant City	225	1206	233	8
Jefferson	Monticello	B. B. Lane	Monticello	175	324	55	4
Lake	Leesburg	S. A. Draper	Leesburg	212	355	88	6
Lee	Gwynne	W. E. Sawyer	Ft. Myers	305		116	7
Leon	Leon	R. M. Sealey	Tallahassee	333	816	150	7
Madison	Madison County	W. B. Cate	Madison	175	452	87	5
Manatee	Manatee County	Lewis W. Currier	Bradentown	200	231	156	7
Manatee	Palmetto	A. H. Flowers	Palmetto	266	376	101	5
Manatee	Sarasota	E. L. Beeson	Sarasota	200	446	54	4
Marion	Ocala	P. H. Hensley	Ocala	200		170	7
Marion	Dunnellon	J. M. Feagle	Dunnellon	175	222	34	4
Orange	Oakland-Win. Garden	Mrs. J. S. Kirton	Tildenville	200	360	37	4
Osceola	Osceola County	A. H. Fillers	Kissimmee	250	705	114	7
Palm Beach	Palm Beach	Chas. B. Bell	W. Palm Beach	300	1058	203	9
Pasco	Pasco County	R. W. Van Brunt	Dade City	200	385	90	4
Pinellas	Tarpon Springs	G. V. Fuguitt	Tarpon Springs	222	339	67	5
Polk	Summerlin Inst.	A. B. Connor	Bartow	250	705	187	10
Polk	Lakeland	Chas. M. Jones	Lakeland	300	1742	266	9
Polk	Ft. Meade	J. N. Overhultz	Ft. Meade	225	653	103	7
Polk	Mulberry	T. W. Yarbrough	Mulberry	225	373	60	5
Polk	Winter Haven	C. E. Kensinger	Winter Haven	225	681	160	8
Putnam	Putnam County	W. H. Cassels	Palatka	250	642	96	8
Santa Rosa	Santa Rosa County	H. S. Bowden	Milton	200	520	77	5
Suwannee	Suwannee County	H. G. Metcalfe	Live Oak	231	479	101	7
Volusia	DeLand	B. F. Ezell	DeLand	275	564	128	9
Volusia	Daytona	Jerome S. Eastham	Daytona	275	702	115	9
Volusia	Daytona-Beach	W. D. Wilson	Seabreeze	200	310	60	7
Volusia	New Smyrna	Geo. W. Marks	New Smyrna	200	417	64	8
Walton	Walton County	W. T. Tiller	DeFuniak Springs	187	541	126	6
Washington	Chipley	J. S. Kirton	Chipley	200	600	70	4

*Irregular, one leading teacher evaded examination.

Note. Several large schools not accredited because no special effort was made to observe the law and the regulations of the State Board of Education.

Note. Each teacher must hold a valid Florida Certificate covering every branch he or she teaches.

LETTER OF TRANSMITTAL

Hon. W. N. Sheats,
State Superintendent of Public Instruction,
Tallahassee, Florida.

Sir:

I have the honor to submit herewith my report as State High School Inspector for the two years ending June 30, 1920.

Respectfully,

W. S. CAWTHON,
State High School Inspector.

HIGH SCHOOLS, ACCREDITED AND NOT ACCREDITED.

County.	School.	County Supt.	Principals.	
			1918-19.	1919-20.
Alachua.		E. R. Simmons.		
	Alachua.		Lafayette Golden.	Lafayette Golden.
	Archer.		J. H. Wardroper.	J. H. Wardroper.
	Gainesville.		F. W. Buchholz.	F. W. Buchholz.
	Hawthorne.			R. A. Perry.
	High Springs.		Clara McDonald.	W. B. Feagle.
	Melrose.			H. C. Johnson.
	Micanopy.		Claude S. Ogilvie.	E. A. Clayton.
	Newberry.			R. O. McEwen.
	Trenton.		Miss Maoma Hill.	Miss Maoma Hill.
	Waldo.		Miss Mattie Hancock.	Miss Mattie Hancock.
Baker.		J. D. Dugger.		
	Macclenny.		B. J. Padgett.	B. J. Padgett.
	Glen St. Mary.		O. V. Currington.	O. V. Currington.
Bay.		F. M. Nelson.		
	Lynn Haven.		Miss Ruth Sumner.	Miss Ruth Sumner.
	Millville.			
	Panama City.		C. N. Carnes.	C. N. Carnes.
	St. Andrews.			
Bradford.		E. R. Poppell.		
	Lake Butler.		R. H. Terry.	Geo. Q. Holland.
	Lawtey.		L. L. Blackburn.	J. H. Selden.
	Hampton.		R. A. Green.	
	Raiford.		J. T. Barnes.	R. A. Green.
	Providence.		Mrs. M. F. Martin.	
	Starke.		S. S. Dowling.	S. S. Dowling.
Brevard.		S. J. Overstreet.		
	Cocoa.		R. L. French.	Thos. C. Frye.
	Eau Gallie.		J. M. Syfrett.	H. J. Chaffer.
	Melbourne.		C. G. Campbell.	J. E. Willett.

County.	School.	County Supt.	Principals.	
			1918-19.	1919-20.
Brevard—Cont.	Titusville.		A. D. Kean.	B. D. Adams.
Broward.		C. E. Farrington.		
	Dania.			
	Ft. Lauderdale.		B. B. Lane.	M. P. Geiger.
	Pompano.			
Calhoun.		J. Flake Durham.		
	Altha.			M. C. Pittman.
	Blountstown.		J. P. McCall.	J. P. McCall.
	Port St. Joe.			T. B. Bishop.
Citrus.		H. J. Dame.		
	Crystal River.			
	Floral City.			
	Hernando.			
	Holder.			
	Homosassa.			
	Inverness.		M. M. Bryant.	M. M. Bryant.
	Lecanto.			
Clay.		G. J. North.		
	Green Cove Springs		J. H. Selden.	R. H. Terry.
	Middleburg.		Miss Bertha Hodge.	A. E. Maxwell.
Columbia.		J. R. Lites.		
	Fort White.		Miss Myra Herlong.	Miss Myra Herlong.
	Lake City.		W. H. Stephens.	C. I. Hollingsworth.
	Watertown.		R. G. Pitman.	George R. Graham.
Dade.		R. E. Hall.		
	Homestead.		Chas. M. Fisher.	Chas. M. Fisher.
	Larkins.			
	Lemon City.		A. C. Alleshouse.	A. C. Alleshouse.
	Miami.		J. H. Workman.	J. H. Workman.
	Ojus.			

HIGH SCHOOLS, ACCREDITED AND NOT ACCREDITED (Cont.)

County.	School.	County Supt.	Principals.	
			1918-19.	1919-20.
Dade—Continued.	Redlands Farm Life.		I. T. Pearson.	
	Arch Creek.			
	Cocoanut Grove.		A. L. Isaac.	A. L. Isaac.
DeSoto.		P. G. Shaver.		
	Arcadia.		W. N. Henderson.	W. N. Henderson.
	Avon Park.		J. G. Malphurs.	I. C. M. Ellenberger.
	Bowling Green.		J. N. Overhults.	H. N. Donoho.
	Fort Ogden.		J. F. Murphy.	J. G. Johnson.
	Fort Green.		R. E. Seichrest.	G. H. Turbeville.
	Gardner.		C. E. McCormick.	A. D. Williams.
	Nocatee.		Mrs. Mary Trump.	C. E. McCormick.
	Popash.		A. D. Williams.	N. G. Hall.
	Moore Haven.		Ira York.	M. S. Hayes.
	Punta Gorda.		W. E. Bell.	W. E. Bell.
	Sebring.		E. McCully.	E. McCully.
	Venus.			
	Wauchula.		D. B. Shaver.	D. B. Shaver.
	Charlotte Harbor.		J. L. Chandler.	J. L. Chandler.
	Limestone.		Mrs. J. N. Thompson.	O. P. West.
Duval.		F. A. Hathaway.		
	Jacksonville.		R. B. Rutherford.	R. B. Rutherford.
Escambia.		A. S. Edwards.		
	Belleview.		Miss Cary Rice.	Miss Elsie Rice.
	Bluff Springs.		Mrs. Geo. Morris.	Mrs. Geo. Morris.
	Century.		Forest A. Wheeler.	Forest A. Wheeler.
	Ferry Pass.		Miss Irene Ezell.	Miss Minnie Tippins.
	Gonzales.		T. J. Diamond.	S. A. B. Wilkinson.
	Goulding.		Miss Gail Everhart.	Miss Gail Everhart.
	McDavid.		Miss Minnie Tippins.	(Vacant.)
	Molino.		Miss Janette McMillan.	J. E. Worlund.

County.	School.	County Supt.	Principals.	
			1918-19.	1919-20.
Escambia—Cont.	Oak Grove.		Miss Maggie Robinson.	Miss Maggie Robinson.
	Pensacola.		J. M. Collier.	J. M. Collier.
	Muscogee.		Miss Maggie Taulbee.	Miss Maggie Taulbee.
	Walnut Hill.		C. S. Laird.	A. L. Hardy.
Flagler.		Ed. Johnson.		
	Bunnell.			
Franklin.		A. A. Core.		
	Apalachicola.		Mrs. F. N. Clayton.	F. D. Miles.
	Carrabelle.			
Gadsden.		C. H. Gray.		
	Chattahoochee.		Miss Lucile Weaver.	M. R. Hinson.
	Concord.		R. L. Lovell.	Ira L. Gunson.
	Greensboro.		Miss Farris Davis.	Miss Frances Langston.
	Gretna.			R. L. Lovell.
	Havana.		E. L. Shuler.	L. A. Gray.
	Quincy.		J. A. Youngblood.	R. M. Evans.
Hamilton.		J. A. Jackson.		
	Jasper.		J. M. Guilliams.	J. M. Guilliams.
	Jennings.		Geo. R. Graham.	
	White Springs.			
Hernando.		W. O. Lemasters.		
	Brooksville.		P. H. Hensley.	R. R. Ray.
	Spring Lake.		W. H. Winslow.	E. F. Leggett.
Hillsboro.		J. E. Knight.		
	Plant City.		S. L. Woodward.	S. L. Woodward.
	In Tampa—			
	Geo. Washington Junior High.		D. M. Cook.	D. M. Cook.
	Hillsboro Senior High.		E. L. Robinson.	E. L. Robinson.

HIGH SCHOOLS, ACCREDITED AND NOT ACCREDITED (Cont.)

County.	School.	County Supt.	Principals.	
			1918-19.	1919-20.
Hillsboro—Cont.	Woodrow Wilson Junior High.		R. M. Ray.	R. M. Ray.
Holmes.	Bonifay.	M. R. Robinson.	L. R. Simms.	L. R. Simms.
Jackson.	Cottondale.	C. W. Lockey.	Miss Inez Johnson.	Miss Inez Johnson.
	Graceville.		J. D. Gilbert.	Miss Bertha Daniel.
	Greenwood.		Miss Flora Taylor.	Miss Flora Taylor.
	Malone.		Miss Bertha Daniel.	J. H. Owens.
	Marianna.		T. H. Campbell.	R. M. Dorsey.
	Sneads.		Miss Mary Simmons.	Mrs. Ruby Pope.
Jefferson.	Aucilla.	S. H. Taylor.		
	Monticello.		A. L. Colvert.	B. B. Lane.
Lafayette.	Alton.	J. Homer Kelly.	— — Townsend.	
	Mayo.		J. H. George.	
	Old Town.			
Lake.	Altoona.	W. T. Kennedy.		
	Clermont.		D. H. Moore.	D. H. Moore.
	Eustis.		J. H. Davis.	W. L. Goette.
	Groveland.		H. L. Johns.	H. L. Johns.
	Lady Lake.			G. W. Dunham.
	Leesburg.		S. A. Draper.	S. A. Draper.
	Mascotte.		Miss Mae Whiteley.	
	Montverde.		H. P. Carpenter.	H. P. Carpenter.
	Mt. Dora.		Miss Emma Casey.	W. C. Finney.
	Sorrento.		N. L. Swanson.	
	Tavares.			

County.	School.	County Supt.	Principals.	
			1918-19.	1919-20.
Lake—Continued.	Umatilla.		W. C. Finney.	W. O. Smith.
Lee.		J. W. Sherrill.		
	Alva.		U. P. Davis.	
	Boca Grande.		U. S. Whiteaker.	
	Ft. Myers.		W. E. Sawyer.	W. E. Sawyer.
	LaBelle.		R. D. Altman.	R. D. Altman.
Leon.		F. S. Hartsfield.		
	Chaires.			
	Tallahassee.		R. M. Sealey.	R. M. Sealey.
	Woodville.			
Levy.		W. F. Osteen.		
	Bronson.		Miss Irene Brewer.	
	Cedar Key.		Sidney D. Padgett.	Sidney D. Padgett.
	Chiefland.		Miss Mollie Noegel.	
	Morriston.		Miss Una Shealey.	
	Williston.		J. A. Osteen.	J. H. George.
Liberty.		R. E. Turner.		
	Bristol.			
Madison.		G. W. Tedder.		
	Lee.		E. A. Clayton.	C. L. Hare.
	Madison.		W. B. Cate.	W. B. Cate.
	Pinetta.		Miss Mary B. Waring.	S. C. Fox.
	Sirmons.		A. D. Reaves.	J. N. Conner.
	Greenville.		W. H. Neel.	W. H. Neel.
Manatee.		B. D. Gullett.		
	Bradentown.		J. B. Rickettson.	J. B. Rickettson.
	Palmetto.		A. H. Flowers.	A. H. Flowers.
	Sarasota.		E. L. Beeson.	E. L. Beeson.
	Terra Ceia.		Miss C. Marguerite Morse.	(Vacant.)

HIGH SCHOOLS, ACCREDITED AND NOT ACCREDITED (Cont.)

County.	School.	County Supt.	Principals.	
			1918-19.	1919-20.
Marion.		J. H. Brinson.		
	Anthony.		Jocie Parrish.	Shelton Souter.
	Belleview.			
	Buck Pond.		Mrs. Violet Lee.	T. S. Thomas.
	Citra.		H. G. Shealey.	Jocie Parrish.
	Dunnellon.		J. M. Feagle.	J. M. Feagle.
	Fairfield.		Miss Jennie Payne.	C. W. Cannon.
	Fellowship.		Miss Mary Nash.	R. W. Irvin.
	Fort McCoy.			
	Griner Farm.		Miss Pearl Forbes.	Miss Olive Jones.
	McIntosh.		E. F. Montgomery.	C. C. Colson.
	Ocala.		W. H. Cassels.	P. H. Hensley.
	Pedro.		J. W. Mann.	Mrs. Helen Kerlin.
	Pine Level.		Miss Anita Cox.	Mrs. Bertha Lynch.
	Reddick.		Miss Elizabeth Mizelle.	Miss Lillie Love.
	Shiloh.		Mrs. Helen D. Kerlin.	E. H. Miller.
	Sparr.		S. W. Rogers.	H. G. Shealey.
	Summerfield.		Miss Nellie Clyburn.	Miss Nellie Clyburn.
	Weirsdale.		Mrs. E. F. Wilson.	Miss Virgie Bryan.
Monroe.		V. S. Lowe.		
	Key West.		Glenn E. McKay.	Glenn E. McKay.
Nassau.		L. L. Owens.		
	Callahan.		A. A. Price.	R. A. Carpenter.
	Fernandina.		W. H. Russell.	W. H. Russell.
Okaloosa.		W. C. Pryor.		
	Baker.			
	Crestview.			
	Laurel Hill.			
Okeechobee.		R. E. Hamrick.		
	Okeechobee.		W. R. Terrell.	W. R. Terrell.

County.	School.	County Supt.	Principals. 1918-19.	Principals. 1918-19.
Orange.		A. B. Johnson.		
	Apopka.		Miss Emma B. Smith.	Miss Emma B. Smith.
	Christmas.		W. C. Holiday.	L. C. Gaddy.
	Clarcona.			
	Ocoee.		B. D. Adams.	Miss Belle Crawford.
	Orange Heights.		None.	Mrs. G. S. Johnson.
	Orlando.		J. W. Simmons.	J. W. Simmons.
	Pine Castle.		C. L. Durrance.	C. L. Durrance.
	Winter Garden.		Mrs. J. S. Kirton.	Mrs. J. S. Kirton.
	Winter Park.		M. J. Okerlund.	M. J. Okerlund.
	Zellwood.		A. C. Allen.	A. C. Allen.
Osceola.		C. E. Yowell.		
	Kissimmee.		R. M. Evans.	A. H. Fillers.
	St. Cloud.		N. H. Bullard.	N. H. Bullard.
Palm Beach.		W. E. Keen.		
	Boynton.		Miss Orrilla Washburn.	E. G. Rooks.
	Delray.		J. E. McKean.	C. E. Green.
	Jupiter.		R. G. Brown.	W. C. Fletcher.
	Pahokee.		C. M. Todd.	L. M. Hodges.
	Ritta.			
	Stuart.		A. V. Withers.	W. D. G. Wine.
	West Palm Beach.		B. H. Gault.	Chas. B. Bell.
Pasco.		J. W. Sanders.		
	Dade City.		R. W. VanBrunt.	R. W. VanBrunt.
	Elfers.		G. D. Pinholster.	G. D. Pinholster.
	Trilby.		E. B. O'Berry.	E. D. Dodson.
	Zephyrhills.		Walter Roberts.	J. W. Asbury.
Pinellas.		Dixie M. Hollins.		
	Clearwater.		J. I. Reece.	Tobias Chew.
	Largo.		A. W. Hayes.	L. R. Highfill.

HIGH SCHOOLS, ACCREDITED AND NOT ACCREDITED (Cont.)

County.	School.	County Supt.	Principals.	
			1918-19.	1919-20.
Pinellas—Cont.	St. Petersburg.		Dr. Geo. N. Sleight.	Geo. M. Lynch.
	Tarpon Springs.		G. V. Fuguitt.	G. V. Fuguitt.
Polk.		John A. Moore.		
	Bartow.		A. B. Connor.	A. B. Connor.
	Brewster.		Miss Gertrude McArthur.	Miss Gertrude McArthur.
	Auburndale.		C. C. Colson.	A. C. Campbell.
	Fort Meade.		G. H. Williams.	J. N. Overhultz.
	Frostproof.		W. O. Smith.	Mrs. W. M. Laird.
	Griffin.		B. S. Sutton.	B. S. Sutton.
	Haines City.		Mrs. E. C. Leader.	Mrs. E. C. Leader.
	Homeland.		Miss Bessie Furen.	None this term.
	Kathleen.		S. L. Collins.	S. L. Collins.
	Lake Hamilton.		Mrs. A. C. Roller.	None this term.
	Lakeland.		C. M. Jones.	C. M. Jones.
	Lake Wales.		I. M. Harrell.	Chas. H. Walker.
	Medulla.		Chas. H. Walker.	E. A. Jenkins.
	Mulberry.		T. W. Yarbrough.	T. W. Yarbrough.
	Pierce.		O. J. Moore.	O. J. Moore.
	Socrum.		Mrs. R. S. Moseley.	H. P. Cogburn.
	Tiger Bay.		Miss Mary Andrews.	None this term.
	Winter Haven.		C. E. Kensinger.	C. E. Kensinger.
Putnam.		C. H. Price.		
	Bostwick.			
	Crescent City.		W. G. Welborn.	John S. Wheatley.
	Florahome.			E. B. Perry.
	Interlachen.			Eva Sleap.
	Palatka.		M. P. Geiger.	W. H. Cassels.
	Peniel.			
	San Mateo.			

County.	School.	County Supt.	Principals.	
			1918-19.	1919-20.
St. Johns.		D. D. Corbett.		
	Bunnell.			
	Hastings.		L. L. Tucker.	L. L. Tucker.
	St. Augustine.		W. E. Knibloe.	W. E. Knibloe.
St. Lucie.		E. E. Smith.		
	Fellsmere.		Miss Ina C. Elder.	Miss Ina C. Elder.
	Ft. Pierce.		L. E. Bennett.	L. E. Bennett.
	Jensen.			
	Sebastian.		Miss Virgie Bryan.	S. Powers.
	Vero.		J. M. Huffman.	Sam C. McInnis.
	Wabasso.			
Santa Rosa.		J. D. Smith, Jr.		
	Jay.		Miss Belle Crawford.	J. Lee Smith.
	Milton.		H. S. Bowden.	H. S. Bowden.
	Munson.		Miss Alma Beckett.	Miss Alma Beckett.
Seminole.		T. W. Lawton.		
	Geneva.		J. M. Chaffer.	E. M. Dooley.
	Chuluota.		Mrs. Estelle Tribble.	Mrs. Estelle Tribble.
	Altamonte Spgs.		Miss Kate Mathers.	Kate Mathers.
	Longwoods.		Miss Lottie Mathers.	J. M. Chaffer.
	Oviedo.		Mrs. Anita Crawford.	Mrs. Anita Crawford.
	Sanford.		J. F. McKinnon.	Claude S. Ogilvie.
Sumter.		G. H. Tompkins.		
	Bushnell.		P. W. Corr.	P. W. Corr.
	Center Hill.		Miss Isabel S. Mays.	Simon Peterson.
	Coleman.		F. G. Russ.	
	Oxford.			
	Webster.		T. P. Maynard.	T. P. Maynard.
	Wildwood.		W. D. Whetstone.	F. G. Russ.

HIGH SCHOOLS, ACCREDITED AND NOT ACCREDITED (Cont.)

County.	School.	County Supt.	Principals.	
			1918-19.	1919-20.
Suwannee.		J. W. O'Hara.		
	Branford.			
	Live Oak.		H. G. Metcalfe.	H. G. Metcalfe.
Taylor.		F. S. Jackson.		
	Perry.		A. E. Riley.	
Volusia.		C. R. M. Sheppard.		
	Barberville.		None.	T. J. McBeath.
	Daytona.		J. F. Eastham.	J. F. Eastham.
	DeLand.		B. F. Ezell.	B. F. Ezell.
	Enterprise.		Mrs. M. R. Jones.	Miss Addie Beardsley.
	New Smyrna.		H. B. Craven.	Geo. W. Marks.
	Ormond.			
	Pierson.		Miss Julia Tanner.	None.
	Seabreeze.		H. E. Wakefield.	W. D. Wilson.
	Seville.		Miss Mary W. Blitch.	None.
Wakulla.		C. K. Allen.		
	Crawfordville.		None.	A. V. Withers.
	Medart.		Edgar Gramling.	None.
	Sopchoppy.		Mrs. S. W. Revell.	A. H. Wentworth.
Walton.		J. J. Kennedy.		
	DeFuniak Springs		W. T. Tiller.	W. T. Tiller.
Washington.		J. H. Varnum.		
	Chipley.		A. E. Gladding.	J. S. Kirton.
	Vernon.			M. C. Pitman.

INFLUENZA.

During six or seven weeks of the fall of the year 1918-19, no inspection visits were made; practically all the high schools of the state being closed on account of influenza. The period of suspension in a few schools was two months or longer. Generally speaking, school work suffered, despite the heroic efforts on the part of school officials, teachers and pupils to make good the losses. It should be said to the credit of many localities that the actual time lost was made up as far as circumstances would permit, and that the teachers were paid as if the schools had been continuously in session. The loyalty of many teachers to the cause of education prompted them to share the financial losses sustained by the communities in which they taught, and to hold themselves in readiness to begin work at the end of the period of suspension, provided they received compensation in the amount of their actual expenses incurred during the time that the school was closed. In certain cases, teachers not being assured that they would be paid for any of the time lost, left the community for other fields of activity, thus rendering the shortage of teachers more acute, and making it necessary for School Boards to employ inexperienced and otherwise sub-standard teachers, to finish the unexpired term.

One apparent result of the unfortunate experience of the first epidemic, relative to the payment of teachers for lost time, was a general tendency on the part of school officials and the public to pay for all time lost during the epidemic which occurred in the first part of the year 1920. Because of the scarcity of teachers, it was obviously necessary to keep on the pay-roll those engaged, or lose them with small chance of filling their places.

This tendency toward more equitable treatment of teachers is fortunate for the cause of education. It is late in appearing, but it is none the less certain. The faithful, competent teacher is now being appreciated as never before. Who can say that the war and the epidemics have not been a blessing in disguise, and that they are not hastening the day of adequate machinery for discerning the unusual teacher and for duly rewarding him; of eliminating the unfit, together with the haphazard methods of selecting teachers?

GENERAL OBSERVATIONS.

The Scholarship of High School Teachers.

During the last two years the scholastic attainments of high school teachers have not been as high as they were before that period. Prior to the last year or two, our larger high schools had much less difficulty than at present in meeting the requirements of the Southern Commission on Accredited Schools relative to the scholarship of teachers. It was exceedingly difficult for the managements of several schools usually listed as high schools, to secure last year faculties approved by the Commission from the standpoint of academic and professional training. The outlook is no better for the year 1920-21. It will frequently be a question of discontinuing certain high school courses or of employing incompetent persons to conduct classes in the same.

There is much room for improvement in the scholarship of teachers who are college graduates. Many of these are teaching subjects in which they made no special preparation while in college. There are teachers almost everywhere who hold college degrees and who teach Trigonometry, for example, without having pursued a single college course in mathematics. It is a common occurrence to meet a college graduate who is attempting to teach Physics without any preparation beyond that resulting from a high school course in the subject. The fact that such a large number of teachers are in charge of high school departments for which their college courses failed to fit them, is a patent argument for requiring students in Normal Schools and Teachers' Colleges to continue, in these institutions, several lines of study for which their high school courses prepared them directly. If a student enters a Teachers' College or Normal School on certificate from a high school that has weak courses in the basic subjects of the curriculum, viz: English, Latin, Mathematics, History, and Science, no amount of study in courses in Psychology, and Education, will make such a student a successful high school teacher, unless he pursues college courses which tend to strengthen him in high school studies enumerated.

Admitting that our secondary curricula should be re-adjusted, vitalized and made to function better in the lives of our young people—that less emphasis is needed on some sub-

jects and more on others than is now found; nevertheless, the candidate for a principalship or a teaching position must reckon with the curriculum as he finds it. The more thorough his scholarship in the older and better standardized subjects, the stronger his influences for such changes as modern society demands. A principal is placed in an embarrassing position if, during the temporary absence of one of his high school teachers, he must re-arrange the schedule in order to take charge of classes. Of course he should not be expected to be proficient in all subjects taught in the school, but familiarity with a considerable range of subjects will materially strengthen him in the esteem of faculty, pupils, and the general public.

The Teaching of Various High School Subjects.

Although a considerable number of good recitations have been observed in our high schools during the last two years, there is much room for improvement. In many class-rooms there is a failure to obtain the best possible results in the use of English. Pupils are allowed to answer questions in chorus and in fragments of sentences, when complete, accurate statements should be made by one pupil at a time. The teacher often begins an answer, permitting the pupil to finish the same while in an attitude both mentally and physically careless.

For many years we have been enjoined to master lessons so thoroughly that we would be able to conduct recitations successfully without the aid of the text. Despite this fact, the book is much in evidence. Classes have been visited where the teachers sat behind their desks, their eyes fixed on the printed page, while interest in the lesson ran low. In each of a dozen or more cases observed, the teacher while apparently realizing that she would be greatly handicapped if deprived of her copy of the text, bent the covers back until they came together.

As an expression of approval of pupils' replies to questions put to the class, the term "All right" seems to be greatly over-worked. The extensive use of it appears to warrant this comment. One teacher employed it twelve times during an interval of ten minutes.

In the teaching of History, there should be a more general use of outlines and of standard notebooks, more extended oral reports on assigned topics, and fewer hurried assignments of specified numbers of pages for lessons. Teachers of this subject have excellent opportunities for training pupils in oral expression. In conducting the course in American History, usually offered in the fourth year of the high school, there is a tendency to draw largely upon material presented to the upper grades of the elementary school. If the questions and answers heard constituted the only criterion for a visitor, he would probably infer that he was listening to an eighth grade recitation. In this course, the writer would be glad to see more emphasis placed upon the great fundamental movements in the history and government of our country. In many high school libraries, adequate reference books for this course are lacking.

In the course of the year, many classes in Algebra have been questioned informally relative to the meaning of certain fundamentals in that subject, and the results have been generally unsatisfactory. Facility in substituting figures for letters in algebraic expressions and in evaluating the results, seems to be wanting, although there is considerable stress upon the fact that algebra is general arithmetic. Not all of the blame for the pupils' deficiencies in arithmetic should be laid at the door of the teacher of that subject in the elementary school. We would like to see the pupil's knowledge of arithmetic made broader and deeper at every turn through the verification of his algebraic work. Sufficient attention does not seem to be given to written forms, and to the technical language of the science. In solutions of equations, the visitor rarely sees written explanations of the several steps, although excellent models are found in the text. It is unfortunate that a portion of the subject lending itself to vocational fields as readily as does the graph, is omitted by so many classes. Provision is too seldom made by teachers for adequate supplies of squared paper for graphical work. Time is often lost and confusion caused through lack of plans for the recitation in both algebra and geometry. A considerable number of teachers have the habit of sending half, or fewer, of the class to the blackboard, assigning the same exercise to these, and of walking from one of them to the other in an

attempt to render aid. In the meantime confusion arises among those who are in their seats, and the pupils at the board wait for the teacher to arrive. The period closes without any definite, conscious achievement. Such teachers have usually been urged to aim at silent, rapid work done by as many pupils as possible simultaneously and at economy of energy in oral explanation. Some geometry recitations have been observed in each of which a few pupils stood at the blackboards writing reproductions of demonstrations given in the text, while the remainder of the class did nothing in particular. In such cases, the teachers were advised to arrange for more oral explanations, and more activity on the part of the class as a whole.

In the departments of Physics, General Science, Botany and Zoology, there does not appear to be enough attention given to the orderly arrangement of laboratory apparatus, to demonstrations by the teacher, and to reasonably quiet and definite work by groups of pupils during the laboratory period. There is more indifference on the part of teachers relative to the kind of laboratory note-book used than one would like to see. In the Botany and Zoology classes of a few schools, some excellent drawings made from objects have been observed, but mere text-book courses in these subjects are far too common.

The number of pupils studying Latin this year is unusually large. In the smaller high schools it is found to be more difficult to keep teachers of modern foreign languages than it is to hold Latin teachers; consequently, Latin classes are generally found in these schools. Latin courses are probably more common here than Science courses for two reasons:

1. Science teachers are scarce, and apparatus expensive.
2. It is easier for an inferior teacher to conduct Latin classes and hold a position, than it is for him to teach Science and hold one.

There is too much literal translation from Latin into English, notably in Caesar, and there is not enough use made of the fact that many English words are derived from Latin. On several occasions during the year pupils in Caesar classes, after they had attempted to render certain passages literally, were questioned as to the contents. With few exceptions,

these pupils betrayed ignorance of the meaning. Teachers have been advised to require translations into as good English as the pupils can command and to lose no opportunity to point out the relations existing between the Latin and English vocabularies.

High School Development in Florida.

An early statute made it the duty of County School Boards to "do whatever is necessary with regard to * * * and establishing when required by patrons, schools of higher grades of instruction where the advancement and number of the pupils require them." This law is at least fifty years old. With the growth of towns came the growth of sentiment for local taxation; hence, the provision in the constitution of 1885 for the organization of special tax districts and the levy of three mills within the same. Such a step made possible the extension of school privileges within these districts, both in length of term and grade of curriculum.

In 1894, there were really few graded schools in the State and these were in the larger towns. In such schools a few pupils were taught certain high school subjects, but not many of the present day standards of high school organization were observed. The teaching staff for the high school classes generally consisted of the principal; sometimes one of the assistants did high school work.

The following summary of conditions existing in 1900 may be interesting:

Jacksonville.—A fairly well organized high school that had been in operation as such for fifteen or twenty years.

Pensacola.—Grades 5-10, housed in a two-story frame building.

Live Oak.—Eleven grades; six teachers in all; school property worth $4,000.

Lake City.—Nine grades; seven teachers; a high school course above the ninth grade, and building worth $6,000.

Starke.—Nine grades, three of these being high school grades; six teachers.

Palatka.—Four-year high school.

Gainesville.—Good brick building and lot worth $20,000; four-year high school course.

Ocala.—Building and equipment worth $10,000; four-year high school course; principal and two assistants devoting full time to high school work.

DeLand.—School of ten grades.

Daytona.—Three-year high school course.

Leesburg.—Two-year high school; term nine months; one assistant devoting part time to high school classes.

Kissimmee.—Faculty of seven teachers in all; building and furniture worth $6,000; term nine months.

Orlando.—Course of eleven years; nine teachers in all.

Bartow.—Building costing $12,500 being planned; four-year high school course; principal and two assistants teaching academic subjects.

Tampa.—High school, separate and distinct for six years; high school enrollment 135; no library; principal and three assistants for high school classes.

St. Petersburg.—Three-year high school course; principal and one assistant teaching grades 7-11.

Ft. Myers.—Ten grades; term of eight months.

Miami.—Two-story frame building of four class-rooms and an office; total enrollment of all pupils 220.

Brooksville.—Building (erected 1888) and grounds worth $5,000; school of ten grades; principal and one assistant teaching grades 7-10.

St. Augustine.—High school course of four years above eighth grade; principal and two assistants giving full time to high school classes; high school enrollment of fifty.

Further information along the same line is available, but the above should be sufficient to convey a fair idea of high school conditions in the State twenty years ago.

Relative to the subsequent growth of our high schools there should be noted:

1. Legislation in 1903 providing for a standard course of study and for State aid.

2. The abolishing of the State Institutions, and the creation of the University of Florida and the Florida State College for Women by the Legislature in 1905.

3. The institution in 1908 of a system of high school visitation maintained by the General Education Board and supervised by the State University.

4. The increase in 1920 of the fund donated by the General Education Board for high school work in the State.

Considerable progress was made toward high school organization and maintenance in 1903. The Legislature of that year passed a bill prepared by Mr. H. E. Bennett of the State Superintendent's office, under the latter's supervision, providing for the creation of a high school organization, a standard course of study, and an appropriation for aiding such high schools as met the standards prescribed. The law made provision for the appointment by the State Superintendent of a committee whose duty it should be to assist him in the preparation of a high school course. As originally drawn, the bill provided for a state high school inspector, but this feature, for reasons of economy, was later eliminated and inspection made the duty of the State Superintendent. Later developments indicate that this officer had insufficient time and energy to adequately inspect high schools and to perform his official duties along other lines.

As required by the statute, the State Superintendent called together a committee of ten, in July, 1903, for the purpose of preparing a standard course of study for high schools. In addition to the State Superintendent, this committee consisted of two college presidents, the principal of the State Normal School, two county superintendents, three principals of graded and high schools, and two strong female grade teachers.

Two classes of high schools were defined by the new law, viz: Junior and Senior; each beginning with the ninth grade, the former carrying a course of two years, the latter one of four years. The Senior High School was required to "insure suitable preparation for entrance into the lowest college classes of the State Institutions for higher learning."

An appropriation of $50,000 annually for each of the years 1903-4 and 1904-5 was made for high schools by the Legislature of 1903, and continued in 1905 and 1907. Each Junior High School received $360 a year and each Senior High School $600.

During the session of 1905, an act was passed carrying an appropriation of $50,000 a year for two years to elementary schools meeting certain requirements.

For the years 1904-1907 inclusive, a sum aggregating

more than two-hundred-ten thousand dollars was disbursed in aiding the "Uniform System of Public Schools." State aid ceased in 1908; for in the autumn of that year the State Supreme Court handed down a decision declaring unconstitutional the law providing aid for elementary schools.

If this decision does not affect high schools, the State appropriation for aiding them should manifestly be resumed; if it does, then the Constitution should be amended so that aid could be given. The conception of "at least one high school mandatory in every county" is of long standing in this State. It is yet far from realization; for several counties have no standard high schools. It is now time to go farther, and take a stand for high school privileges within reach of every child.

Of the fifty-six schools that received aid as Junior High Schools for the year 1904-5, twenty-five have made such progress as to enable them to meet, in nearly all essentials, the most recent standards of the State Board of Education for Senior High Schools. Some of the remaining thirty-one have continued two-year courses without meeting standards; others have developed into irregular four-year schools with one or two high school teachers, and the rest have discontinued high school work altogether.

Thirty schools received State aid as Senior High Schools for the year 1904-5. Not one of them could have met the present requirements for standardization as a Senior High School; it is doubtful whether any of them could have done so five years later. Two of these schools have discontinued to offer four-year courses; the rest are Senior High Schools with respect to the main requirements.

In the year 1900, there were eight higher institutions in the State supported wholly or in part by State funds. Much of the patronage was local and a large part of the work was of high school grade. In one of these institutions, there was a total enrollment of 235, a preparatory department of 51, and an enrollment of 115 from the county in which the school was located. In another of these schools, there were 149 students, 32 of them being in the preparatory department, and 100 being residents of the county. In a third of the higher institutions, the total enrollment was 177; the prepar-

atory contingent consisting of 91 and the number residing in the county in which the school was located was 128. Figures showing a like situation prevailing in the cases of the other State institutions could be given; the three institutions referred to above were the principal ones.

In his report for that year, the State Superintendent pointed out the waste incident to such a system and advocated a "strong high grade University as the summit of a system of public schools." He maintained that none of the State schools should be abandoned—that all except one or two might retain their buildings and their funds arising from special grants, look to their respective counties for the rest of the funds necessary to maintain them, and continue the high school work which each was doing for the most part, at that time.

In the main, these suggestions were embodied in the Buckman Act of 1905, whereby all of the State Institutions then existing were abolished, and the University and the College for Women created. The wisdom of this legislation outlined by Superintendent Sheats twenty years ago has become more and more apparent during the fifteen years of the life of these two excellent institutions. Their establishment, and the subsequent raising of their entrance requirements, served to make clearer the line of demarcation between secondary and collegiate work, that had been drawn in 1903, and served as a stimulus for a period of unprecedented growth in the high school movement.

There is yet needed in this State an organization, of which the two State Institutions for higher learning and four colleges should be members. Such organization should approve annually, a list of high schools from which graduates might enter any of these institutions upon certificate. Our neighboring states have these associations, and their high school specialists are frequently making requests for the list of high schools approved by the colleges of this State. As long as each of our six institutions for higher learning insists upon making its own list, the public, both at home and abroad, will have hazy notions with reference to the junction points between our colleges and high schools.

The year 1908 marks the beginning of State-wide supervision of high schools, for in that year the General Education

Board made an appropriation for the salary of a Professor of Secondary Education in the University, whose duties are to co-operate with the management of that institution and with the State Department of Education in promoting high school interests in the State. The position has been held by three men: Messrs. Lynch, Thackston, and the writer.

Some idea of how our high schools have grown during the past decade may be gotten from the statistics given in this Chapter. Only figures pertaining to four-year high schools, in which there are at least three teachers, are given. In about one-third of the schools enumerated for each year the teaching staff consisted of the principal and two assistants.

HIGH SCHOOL STATISTICS 1910-1920.

	1910	1912	1914	1916	1918	1920
1. Value of School Plant	$723,101	$1,094,650	$1,362,800	$2,915,370	$2,921,566	$4,047,275
2. Laboratories	7,505	21,070	49,169	74,862	96,370	108,732
3. Libraries	11,996		19,717	20,367	32,663	43,635
4. Salaries, Principals and Teachers			181,077	252,007	456,627	519,352
5. H. S. Enrollment	2,235	2,638	3,882	5,277	7,401	8,746
6. H. S. Teachers	124	143	207	297	438	476
7. H. S. Teachers holding college degrees		78	136	224	280	304
8. High Schools	29	30	39	54	68	73

The large increase in the aggregate value of school plants is to be accounted for, in the main, by an amendment to the Constitution voted in 1912, providing for a levy of *five mills* upon the property of the special tax districts for school buildings and equipment. Ten years ago, 27 of the schools counted above were housed in brick buildings, ranging in price from $20,000 to $80,000. This number has been increased to 56, to say nothing of 20 or more brick buildings for schools having a two-year high school course. There are 12 buildings used exclusively for high school purposes.

The introduction of Science, Home Economics, Commercial, and Manual Training Courses, and the growing popularity of these, has resulted in an increase of more than fourteen-fold in the value of equipment used in these departments.

The high school libraries are worth nearly three times as

much as they were in the beginning of the period. There is a marked improvement in the character of the books and in that of the library furniture. A like statement might be made relative to the manner in which the libraries are kept.

The amount paid in salaries to high school principals and teachers has more than doubled during the last six years. Salaries are yet too low, despite the fact that in 1918 we raised the maximum county levy from seven mills to ten mills. There is now considerable sentiment for an amendment to our Constitution, removing the three mill maximum from the special tax district levy.

The enrollment has more than trebled since the first report of the high school inspector was written in 1910; the number of high school teachers is almost four times as great as it was then, and the number of schools has increased from 29 to 73. The apparent increase in the scholarship of high school teachers is noteworthy, for there are nearly four times as many college graduates in charge of our high school boys and girls as there were ten years ago.

During last year, the General Education Board enlarged its sphere of activity by increasing its trust fund for Florida from $1,750 annually to $8,200 a year. Through this generous act, a Field Agent, or High School Supervisor, and also a Professor of Secondary Education are employed. The former works under the supervision of the State Department of Education, and the latter, under the management of the University, devotes his energies to the training of high school teachers. Many phases of the all important work of high school supervision heretofore neglected, can now receive attention. The future is bright and full of hope.

STATISTICS

1918-1919.

TABLE I.—White Pupils Enrolled in Senior High Schools.

1918-19. Location of School.	Both.	Male.	Female.	Ninth Grade.			Tenth Grade.			Eleventh Grade.			Twelfth Grade.		
				Both.	Male.	Female.	Both.	Male.	Female.	Both.	Male.	Female.	Both.	Male.	Female.
In State	6,423	2,476	3,947	2,385	984	1,401	1,740	707	1,033	1,270	450	820	1,028	335	693
Apalachicola	51	20	31	16	8	8	16	8	8	11	2	9	8	2	6
Arcadia	125	43	82	40	13	27	27	12	15	32	9	23	26	9	17
Bartow	131	47	84	54	20	34	35	12	23	24	10	14	18	5	13
Bradentown	109	48	61	40	20	20	30	15	15	27	9	18	12	4	8
Clearwater	132	58	74	55	26	29	35	15	20	30	12	18	12	5	7
Cocoa	50	21	29	26	10	16	11	5	6	8	3	5	5	3	2
Dade City	67	31	36	25	14	11	18	5	13	15	9	6	9	3	6
Daytona	105	36	69	42	15	27	30	13	17	11	6	5	22	2	20
DeFuniak Springs	113	46	67	38	18	20	36	14	22	30	10	20	9	4	5
DeLand	81	23	58	39	15	24	23	6	17	16	2	14	3		3
Ft. Lauderdale	106	38	68	36	14	22	31	14	17	23	5	18	16	5	11
Ft. Meade	96	35	61	39	15	24	24	9	15	15	5	10	18	6	12
Ft. Myers	87	25	62	32	5	27	27	11	16	18	5	13	10	4	6
Ft. Pierce	80	25	55	17	6	11	11		11	17	10	7	35	9	26
Gainesville	161	66	95	60	28	32	36	16	20	38	11	27	27	11	16
Inverness	46	10	36	12	2	10	15	5	10	10	2	8	9	1	8
Jacksonville	812	316	496	369	150	219	207	80	127	130	50	80	106	36	70
Key West	5	1	4										5	1	4
Kissimmee	119	38	81	19	10	9	26	7	19	29	9	20	45	12	33
Lake City	78	39	39	29	16	13	25	12	13	13	5	8	11	6	5
Lakeland	186	84	102	76	38	38	53	20	33	36	16	20	21	10	11
Largo	56	25	31	28	11	17	10	7	3	13	5	8	5	2	3
Leesburg	62	26	36	25	12	13	14	6	8	13	5	8	10	3	7
Live Oak	92	38	54	39	14	25	22	10	12	16	6	10	15	8	7
Madison	90	28	62	52	18	34	20	6	14	9	2	7	9	2	7

TABLE I.—White Pupils Enrolled in Senior High Schools (Continued).

1918-19. Location of School.	Both.	Male.	Female.	Ninth Grade.			Tenth Grade.			Eleventh Grade.			Twelfth Grade.		
				Both.	Male.	Female.	Both.	Male.	Female.	Both.	Male.	Female.	Both.	Male.	Female.
Marianna	77	27	50	40	13	27	16	6	10	12	7	5	9	1	8
Miami	334	139	195	153	70	83	83	40	43	64	15	49	34	14	20
Mulberry	62	25	37	19	9	10	16	7	9	11	5	6	16	4	12
New Smyrna	51	23	28	20	10	10	18	11	7	6	1	5	7	1	6
Ocala	136	54	82	60	31	29	33	13	20	31	7	24	12	3	9
Orlando	191	74	117	89	43	46	49	14	35	28	8	20	25	9	16
Palatka	58	16	42	23	2	21	19	8	11	7	2	5	9	4	5
Palmetto	85	39	46	30	17	13	34	17	17	10	4	6	11	1	10
Pensacola	423	140	283	187	62	125	79	27	52	77	27	50	80	24	56
Plant City	155	54	101	69	19	50	44	23	21	19	4	15	23	8	15
Punta Gorda	49	16	33	23	10	13	8	4	4	9	2	7	9		9
Quincy	97	37	60	27	13	14	27	8	19	27	10	17	16	6	10
St. Augustine	111	56	55	38	13	25	30	20	10	25	15	10	18	8	10
St. Petersburg	291	124	167	101	45	56	74	30	44	60	30	30	56	19	37
Sanford	117	39	78	46	20	26	26	10	16	27	6	21	18	3	15
Sarasota	37	14	23	13	8	5	11	3	8	8	2	6	5	1	4
Tallahassee	123	47	76	39	15	24	43	18	25	25	11	14	16	3	13
Tampa	509	198	311				217	95	122	166	58	108	126	45	81
Tarpon Springs	67	26	41	36	15	21	10	4	6	13	4	9	8	3	5
Titusville	56	18	38	21	14	7	11	3	8	11		11	13	1	12
Wauchula	92	30	62	38	10	28	32	11	21	15	7	8	7	2	5
West Palm Beach	150	66	84	75	32	43	30	12	18	19	11	8	26	11	15
Winter Haven	112	47	65	30	15	15	48	15	33	16	6	10	18	11	7

TABLE II.—White Pupils Enrolled in Intermediate High Schools.

1918-19. Location of School.	Both.	Male.	Female.	Ninth Grade.			Tenth Grade.			Eleventh Grade.			Twelfth Grade.		
				Both.	Male.	Female.	Both.	Male.	Female.	Both.	Male.	Female.	Both.	Male.	Female.
In State	828	316	467	353	143	203	206	89	109	138	46	83	119	38	72
Avon Park	29	11	18	13	6	7	6	2	4	3	1	2	7	2	5
Bonifay	35	17	18	15	7	8	9	4	5	6	3	3	5	3	2
Brooksville	60	27	33	22	10	12	23	11	12	8	4	4	7	2	5
Chipley	63	25	38	27	11	16	19	10	9	12	2	10	5	2	3
Delray	28	13	15	17	9	8	4	1	3				7	3	4
Dunnellon	29	9	20	15	5	10	6	3	3	3		3	5	1	4
Eustis	29	13	16	7	3	4	6	4	2	11	4	7	5	2	3
Graceville	12														
Homestead	42	23	19	18	6	12	10	5	5	6	5	1	8	7	1
Lake Butler	30	11	19	14	5	9	8	3	5	6	2	4	2	1	1
Lemon City	28	13	15	15	10	5	3		3	9	3	6	1		1
Mayo	61	21	40	32	9	23	12	6	6	15	5	10	2	1	1
Melbourne	31	16	15	17	8	9	7	4	3	4	4		3		3
Milton	42	14	28	26	11	15	2		2	7	1	6	7	2	5
Monticello	51	17	34	9	2	7	21	10	11	9	3	6	12	2	10
Oakland-Winter Garden	40	10	30	12	2	10	12	5	7	8	2	6	8	1	7
Okeechobee	23	8	15	12	6	6	6	2	4	5		5			
Panama City	23	13	10	14	8	6	4	2	2	2	1	1	3	2	1
Perry	41	17	24	21	9	12	12	6	6	3	1	2	5	1	4
St. Cloud	29	7	22	13	3	10	8	2	6	3	1	2	5	1	4
Seabreeze	32	12	20	12	5	7	10	4	6	2		2	8	3	5
Starke	33			7			8			9			9		
Zephyrhills	37	19	18	15	8	7	10	5	5	7	4	3	5	2	3

TABLE III.—White Pupils Enrolled in Junior High Schools.

1918-19. Location of School.	Both.	Male.	Female.	Ninth Grade.			Tenth Grade.			Eleventh Grade.			Twelfth Grade.		
				Both.	Male.	Female.	Both.	Male.	Female.	Both.	Male.	Female.	Both.	Male.	Female.
In State	516	195	279	388	155	218	60	21	33	31	11	18	19	8	10
Apopka	16	5	11	4	2	2	5	1	4	4	2	2	3		3
Crescent City	19	10	9	5	3	2	5	3	2	4	1	3	5	3	2
Eau Gallie	12	2	10	8		8				2	2		2		2
Fernandina	4		4							3		3	1		1
Green Cove Springs	18														
High Springs	24			15			6			2			1		
Jasper	57	17	40	25	7	18	23	8	15	9	2	7			
Stuart	30	13	17	15	5	10	11	5	6	2	2		2	1	1
Tampa	307	137	170	307	137	170									
Trenton	29	11	18	9	1	8	10	4	6	5	2	3	5	4	1

VALUE OF LABORATORIES, 1918-19.
SCHOOLS OF THE SENIOR CLASS.

Location of School.	Total Value.	Physics.	Chemistry.	Botany.	Zoology.	Physical Geography.	Domestic Science.	Commercial Courses.	Manual Training.	Agriculture.	Special Rooms?
In State	$83,095	$16,305	$12,475	$2,825	$2,140	$955	$16,835	$8,300	$13,600	$2,760	
Apalachicola											
Arcadia	5,200	750	750	250	125	75	750	0	2,500	0	Yes
Bartow	1,875	600	500	100	75	100	500	0	0	0	Yes
Bradentown	1,000										Yes
Clearwater	800										
Cocoa	750	200	200	50	50		250	0	0	0	Yes
Dade City	975	300	300	50	50	75	200	0	0	0	Yes
Daytona	2,450	250	450	100	75	25	400	800	350	0	Yes
DeFuniak Springs	1,320	350	275	50	50	0	595	0	0	0	Yes
DeLand	2,635	400	400	25	25	25	1,000	0	750	10	Yes
Ft. Lauderdale	1,150	200	300	150	100	0	400	0			Yes
Ft. Meade	925	300	200	50	75	0	300	0	0	0	Yes
Ft. Myers	1,050	750				0	300	0	0	0	Yes
Ft. Pierce	2,000	400	350	100	100	150	0	900	0	0	Yes
Gainesville	1,500										
Inverness	300										
Jacksonville	8,500	1,500	1,500	0	0	0	500	1,000	4,000	0	Yes
Key West	950	250	250	150	150	150					No
Kissimmee	730	250	250	20	50	10	150	0	0	0	Yes
Lake City	1,050	300	150	50	50	0	200	300	0	0	Yes
Lakeland	2,750	600	1,000	250	100	0	800	0	0	0	Yes
Largo	3,750	350		75	75		400		350	2,500	Yes
Leesburg	910	200	350	60	0	0	300	0	0	0	Yes
Live Oak	1,045	330	500	40	40	35	100	0	0	0	Yes

VALUE OF LABORATORIES, 1918-19.
SCHOOLS OF THE SENIOR CLASS (Continued).

Location of School.	Total Value.	Physics.	Chemistry.	Botany.	Zoology.	Physical Geography.	Domestic Science.	Commercial Courses.	Manual Training.	Agriculture.	Special Rooms?
Madison	650	250	200							200	No
Marianna	980	250	0	100	100	30	500	0	0	0	Yes
Miami	7,000	600	1,200	200	0	0	1,400	2,400	1,200	0	Yes
Mulberry	800	200	150	50	50	50	250	0	0	50	Yes
New Smyrna	600	300	200	50	50	0	0	0	0	0	Yes
Ocala	840	250	0	50	0	40	500	0	0	0	Yes
Orlando	1,525	250	125	125	25	0	500	500	0	0	Yes
Palatka	1,350	500	200	50	50	50	500	0	0	0	Yes
Palmetto	1,050	350	260	90			350	0	0	0	Yes
Pensacola	1,850	300	200	0	0	0	450	300	0	0	Yes
Plant City	2,850	600	250				500	0	1,500	0	Yes
Punta Gorda	550	250	0	0	0	0	300	0	0	0	Yes
Quincy	2,800	800	600	100	300	0	1,000	0	0	0	Yes
St. Augustine	1,300										
St. Petersburg											
Sanford	350	150	200								Yes
Sarasota	1,840	250	290	50	50	0	1,000	0	200	0	Yes
Tallahassee	1,050	300	100	30	50	15	555	0	0	0	Yes
Tampa	2,000										
Tarpon Springs	525	200		75					250		Yes
Titusville	525	500	0	0	0	0	25	0	0	0	Yes
Wauchula	1,400	300	0	25	50	25	500	0	500	0	Yes
West Palm Beach	6,200	1,000	500	100	100	0	1,000	1,500	2,000	0	Yes
Winter Haven	1,445	425	275	160	125	100	360	0	0	0	Yes

VALUE OF LABORATORIES, 1918-19.
SCHOOLS OF THE INTERMEDIATE CLASS.

Location of School.	Total Value.	Physics.	Chemistry.	Botany.	Zoology.	Physical Geography.	Domestic Science.	Commercial Courses.	Manual Training.	Agriculture.	Special Rooms?
In State	$11,301	$2,775	$1,965	$590	$385	$115	$1,900	$495	$1,100	$588	
Avon Park											Yes
Bonifay	323	150								173	Yes
Brooksville											
Chipley	350										
Delray	2,000	300	150	200	200	0	500	150	500	0	Yes
Dunnellon	505	150	20	25	10	0	300	0	0	0	Yes
Eustis	250										
Graceville											
Homestead	1,200	250	250	100	100		250	0	250	0	Yes
Lake Butler	530	200	300	30	0		0	0	0	0	Yes
Lemon City	2,090	400	400	150	0	90	400	0	250	400	Yes
Mayo	720	250	250					220			Yes
Melbourne	195	100	20	35	25	0				15	Yes
Milton	375	175					200				Yes
Monticello	100	100									No
Panama City	400	150	100				150				Yes
Perry	350	125	175	25	25						Yes
Oakland-Winter Garden	0	0	0	0	0	0	0	0	0	0	Yes
Okeechobee	788		0				0	0	0	0	Yes
St. Cloud	425	225	200								Yes
Seabreeze	700	200	100	25	25	25	100	125	100	0	Yes
Starke											
Zephyrhills											

VALUE OF LABORATORIES 1918-19.
SCHOOLS OF THE JUNIOR CLASS.

Location of School.	Total Value.	Physics.	Chemistry.	Botany.	Zoology.	Physical Geography.	Domestic Science.	Commercial Courses.	Manual Training.	Agriculture.	Special Rooms?
In State	$2,620	$500		$60	$10	$40	$800		$800	$10	
Apopka	0	0	0	0	0	0	0	0	0	0	Yes
Crescent City	100	100									No
Eau Gallie	150	100		50							No
Fernandina	150	100	0			40				10	No
Green Cove Springs											
High Springs											
Jasper	250										
Stuart	1,795	175	0	10	10	0	800	0	800	0	No
Trenton	25	25	0	0	0	0	0		0	0	No
Tampa	150										

STATISTICS

1919-1920.

TABLE I.—Report of White Senior High Schools.
PART I.—(a) Enrollment of All Pupils; (b) Average Attendance of All Pupils.

1919-20. Location of School.	Total.	In the Grades.			In High School.			Av. Attend. All Pupils.
		Total.	1st to 7th Grades.	8th Grade.	Total.	Males.	Females.	
In State	23,279	17,702	15,846	1,856	5,577	2,254	3,323	15,696
Arcadia	680	520	486	34	160	61	99	572
Bartow	705	518	469	49	187	71	116	600
Bradentown	231	76	1	75	155	73	82	206
Chipley	600	530	493	37	70	23	47	541
Dade City	385	295	256	39	90	35	55	341
Daytona	702	587	527	60	115	48	67	596
Daytona Beach	310	250	223	27	60	20	40	272
DeFuniak Springs	541	415	365	50	126	52	74	454
DeLand	564	436	390	46	128	49	79	449
Dunnellon	222	188	167	21	34	14	20	161
Ft. Lauderdale	537	425	385	40	112	47	65	382
Ft. Meade	653	547	492	55	106	33	73	539
Ft. Myers	908	792	711	81	116	50	66	*
Gainesville	994	785	706	79	209	93	116	882
Kissimmee	705	596	546	50	109	34	75	589
Lakeland	1,742	1,471	1,355	116	271	124	147	1,325
Leesburg	355	267	252	15	88	42	46	315
Live Oak	479	378	339	39	101	34	67	427
Madison	452	365	347	18	87	30	57	349
Miami	760	225		225	535	232	303	476
Milton	520	443	409	34	77	31	46	451
Monticello	324	269	248	21	55	23	32	256
Mulberry	373	316	289	27	57	21	36	334
New Smyrna	417	353	305	48	64	26	38	393
Oakland-Winter Gdn.	360	323	309	14	37	7	30	280
Ocala	862	692	628	64	170	62	108	*
Palatka	642	546	507	39	96	34	62	491
Palmetto	376	275	244	31	101	40	61	332
Palm Beach	1,058	845	753	92	213	102	111	690
Pensacola	382				382	121	261	*
Plant City	1,206	973	905	68	233	96	137	909
Quincy	552	441	411	30	111	38	73	*
Sarasota	446	392	358	34	54	26	28	378
Tallahassee	816	666	584	82	150	66	84	675
Tampa	573				573	245	328	*
Tarpon Springs	339	272	258	14	67	31	36	301
Wauchula	827	709	657	52	118	47	71	730
Winter Haven	681	521	471	50	160	73	87	*

*Not reported.

PART II.—Enrollment in Ninth and Tenth Grades.

1919-20. Location of School.	Ninth Grade.									Tenth Grade.								
	Total.			Classical Course.			Scientific Course.			Total.			Classical Course.			Scientific Course.		
	Both.	Male.	Female.	Both.	Male.	Female.	Both.	Male.	Female.	Both.	Male.	Female.	Both.	Male.	Female.	Both.	Male.	Female.
In State	1,897	774	1,123	1,052	385	667	845	389	456	1,595	659	936	822	321	501	763	328	435
Arcadia	54	19	35	24	8	16	30	11	19	40	11	29	8	2	6	32	9	23
Bartow	66	29	37	27	8	19	39	21	18	56	23	33	19	6	13	37	17	20
Bradentown	59	28	31	19	8	11	40	20	20	38	21	17	8	4	4	30	17	13
Chipley	31	9	22	31	9	22				17	7	10	17	7	10			
Dade City	46	15	31	15	3	12	31	12	19	12	4	8	5	2	3	7	2	5
Daytona	48	16	32				48	16	32	32	16	16				32	16	16
Daytona Beach	21	5	16	9	3	6	12	2	10	18	6	12	6	3	3	12	3	9
DeFuniak Springs	43	20	23	17	4	13	26	16	10	38	13	25	10		10	28	13	15
DeLand	53	29	24	29	12	17	24	17	7	35	9	26	21	7	14	14	2	12
Dunnellon	15	8	7	5		5	10	8	2	7	3	4	7	3	4			
Ft. Lauderdale	35	15	20				35	15	20	29	14	15				29	14	15
Ft. Meade	46	15	31	15	3	12	31	12	19	20	7	13	3	1	2	17	6	11
Ft. Myers	51	30	21	19	13	6	32	17	15	33	10	23	7	1	6	26	9	17
Gainesville	82	37	45	34	15	19	48	22	26	60	31	29	14	6	8	46	25	21
Kissimmee	49	17	32	24	7	17	25	10	15	28	9	19	12	2	10	16	7	9
Lakeland	31	10	21	15	4	11	16	6	10	63	27	36	34	12	22	29	15	14
Leesburg	36	15	21	33	15	18	3		3	25	13	12	19	9	10	6	4	2
Live Oak	47	17	30	47	17	30				23	7	16	10	3	7	13	4	9
Madison	22	11	11	17	9	8	5	2	3	39	12	27	27	7	20	12	5	7
Miami	240	106	134	202	84	118	38	22	16	131	63	68	99	49	50	32	14	18
Milton	27	11	16	27	11	16				28	14	14	28	14	14			
Monticello	23	9	14	14	5	9	9	4	5	8	2	6	5	1	4	3	1	2
Mulberry	25	12	13	2	1	1	23	11	12	10	2	8	7	1	6	3	1	2
New Smyrna	25	4	21	5	1	4	20	3	17	18	9	9	4	1	3	14	8	6
Oakland-Winter Garden	9		9	9		9				7	1	6	7	1	6			
Ocala	61	18	43	41	13	28	20	5	15	44	19	25	20	6	14	24	13	11
Palatka	41	15	26	30	10	20	11	5	6	25	7	18	14	6	8	11	1	10
Palmetto	47	20	27	15	2	13	32	18	14	23	10	13	8	1	7	15	9	6
Palm Beach	85	40	45	31	14	17	54	26	28	81	41	40	53	21	32	18	10	8
Pensacola	135	40	95	47	13	34	88	27	61	137	43	94	55	18	37	82	25	57
Plant City	113	52	61	113	52	61				59	21	38	59	21	38			
Quincy	32	7	25	28	5	23	4	2	2	16	10	6	10	6	4	6	4	2
Sarasota	29	14	15	15	6	9	14	8	6	10	5	5	4	2	2	6	3	3
Tallahassee	58	24	34	32	5	27	26	19	7	38	16	22	13	5	8	25	11	14
Tampa										251	113	138	156	71	85	95	42	53
Tarpon Springs	26	12	14	26	12	14				22	10	12	22	10	12			
Wauchula	36	18	18	18	6	12	18	12	6	35	8	27	16	2	14	19	6	13
Winter Haven	50	27	23	17	7	10	33	20	13	39	22	17	15	10	5	24	12	12

TABLE I.—Report of White Senior High Schools.
PART III.—Enrollment in Eleventh and Twelfth Grades.

1919-20. Location of School.	Eleventh Grade.									Twelfth Grade.								
	Total.			Classical Course.			Scientific Course.			Total.			Classical Course.			Scientific Course.		
	Both.	Male.	Female.	Both.	Male.	Female.	Both.	Male.	Female.	Both.	Male.	Female.	Both.	Male.	Female.	Both.	Male.	Female.
In State	1,108	460	648	471	162	309	642	298	344	977	361	616	368	108	260	609	255	354
Arcadia	37	19	18	3		3	34	19	15	29	12	17	13		13	16	12	4
Bartow	29	6	23	4	3	1	25	3	22	36	13	23	3	1	2	33	12	21
Bradentown	32	14	18	17	3	14	15	11	4	26	10	16	17	7	10	9	3	6
Chipley	8	3	5	8	3	5				14	4	10	14	4	10			
Dade City	20	7	13	13	3	10	7	4	3	12	9	3	2		2	10	9	1
Daytona	21	8	13				21	8	13	14	8	6				14	8	6
Daytona Beach	13	6	7	2		2	11	6	5	8	3	5	2		2	6	3	3
DeFuniak Springs	22	9	13	22	9	13				23	10	13				23	10	13
DeLand	22	7	15	7	2	5	15	5	10	18	4	14	5		5	13	4	9
Dunnellon	5	1	4	3		3	2	1	1	7	2	5	4		4	3	2	1
Ft. Lauderdale	31	15	16				31	15	16	17	3	14				17	3	14
Ft. Meade	21	6	15				21	6	15	19	5	14	13	3	10	6	2	4
Ft. Myers	17	6	11				17	6	11	15	4	11	1		1	14	4	10
Gainesville	29	13	16	11	3	8	18	10	8	38	12	26	2		2	36	12	24
Kissimmee	15	5	10	10		10	10	5	5	17	3	14	4		4	13	3	10
Lakeland	62	29	33	30	14	16	32	15	17	115	58	57	60	30	30	55	28	27
Leesburg	16	8	8	9	5	4	7	3	4	11	6	5	8	4	4	3	2	1
Live Oak	13	4	9	8	4	4	5		5	18	6	12	6	3	3	12	3	9
Madison	10	2	8	7	1	6	3	1	2	16	5	11	12	4	8	4	1	3
Miami	98	45	53	65	27	38	33	18	15	66	18	48	48	5	43	18	13	5
Milton	12	4	8				12	4	8	10	2	8				10	2	8
Monticello	5	4	1				5	4	1	19	8	11				19	8	11
Mulberry	10	3	7				10	3	7	12	4	8	4	3	1	8	3	5
New Smyrna	16	12	4	4	3	1	12	9	3	5	1	4				5	1	4
Oakland-Winter Garden	13	4	9	13	4	9				8	2	6	8	2	6			
Ocala	32	15	17	20	8	12	12	7	5	33	10	23	31	9	22	2	1	1
Palatka	16	7	9	7	2	5	9	5	4	14	5	9	6		6	8	5	3
Palmetto	26	7	19	13	3	10	13	4	9	5	3	2	5	3	2			
Palm Beach	27	12	15	20	8	12	7	4	3	20	9	11	10	4	6	10	5	5
Pensacola	53	20	33	31	8	23	22	12	10	57	18	39	5		5	52	18	34
Plant City	32	9	23	32	9	23				29	14	15	29	14	15			
Quincy	36	13	23	25	9	16	11	4	7	27	8	19	3		3	24	8	16
Sarasota	8	4	4	2	1	1	6	3	3	7	3	4	1		1	6	3	3
Tallahassee	37	19	18	8	1	7	29	18	11	17	7	10	9	1	8	8	6	2
Tampa	180	81	99	53	21	32	127	60	67	142	51	91	24	6	18	118	45	73
Tarpon Springs	12	6	6	12	6	6				7	3	4	7	3	4			
Wauchula	29	13	16	8	1	7	21	12	9	18	8	10	7	1	6	11	7	4
Winter Haven	43	14	29	4	1	3	39	13	26	28	10	18	5	1	4	23	9	14

TABLE II.—Report of White Intermediate High Schools.
PART I.—(a) Enrollment of All Pupils; (b) Average Attendance of All Pupils.

1919-20. Location of School.	Total.	In the Grades.			In High School.			Av. Attend. All Pupils.
		Total.	1st to 7th Grades.	8th Grade.	Total.	Males.	Females.	
In State	3,697	3,128	2,849	279	569	238	331	2,490
Bonifay	373	335	303	32	38	13	25	301
Eustis	251	201	186	15	50	21	29	165
LaBelle	192	170	160	10	22	14	8	153
Lemon City	344	296	277	19	48	30	18	*
Mayo	198	159	136	23	39	17	22	187
Montverde	194	130	96	34	64	23	41	147
Panama City	412	367	340	27	45	17	28	320
Perry	429	370	348	22	59	22	37	362
St. Cloud	324	289	275	14	35	5	30	198
Stuart	188	152	136	16	36	13	23	*
Umatilla	281	237	222	15	44	23	21	217
Williston	230	191	180	11	39	16	23	196
Zephyrhills	281	231	190	41	50	24	26	244

*Not reported.

TABLE III.—Report of White Junior High Schools.
PART I.—(a) Enrollment of All Pupils; (b) Average Attendance of All Pupils.

1919-20. Location of School.	Total.	In the Grades.			In High School.			Av. Attend. All Pupils.
		Total.	1st to 7th Grades.	8th Grade.	Total.	Males.	Females.	
In State	3,947	3,350	2,714	636	597	231	366	3,281
Altha	338	323	306	17	15	2	13	281
Barberville	72	35	31	4	37	14	23	66
Bunnell	130	114	102	12	16	2	14	114
Cedar Key	150	139	133	6	11	5	6	106
Chattahoochee	162	150	138	12	12	4	8	142
Clermont-Minneola	116	95	83	12	21	8	13	96
Concord	138	126	122	4	12	2	10	101
Elfers	97	87	80	7	10	6	4	77
Enterprise	102	89	79	10	13	6	7	89
George Washington (Tampa)	990	752	436	316	238	93	145	841
Havana	218	187	168	19	31	12	19	169
Millville	508	486	455	31	22	12	10	450
St. Andrews	281	264	253	11	17	8	9	179
Winter Park	207	183	168	15	24	8	16	172
Woodrow Wilson (Tampa)	438	320	160	160	118	49	69	398

*Not reported.

TABLE II.—Report of White Intermediate High Schools.
PART II.—Enrollment in Ninth and Tenth Grades.

1919-20. Location of School.	Ninth Grade.									Tenth Grade.								
	Total.			Classical Course.			Scientific Course.			Total.			Classical Course.			Scientific Course.		
	Both.	Male.	Female.	Both.	Male.	Female.	Both.	Male.	Female.	Both.	Male.	Female.	Both.	Male.	Female.	Both.	Male.	Female.
In State	274	110	164	158	56	102	116	62	54	136	60	76	64	26	38	72	34	38
Bonifay	21	7	14	21	7	14				8	3	5	8	3	5			
Eustis	21	5	16	15	2	13	6	3	3	12	9	3	7	4	3	5	5	
LaBelle	7	5	2	7	5	2				7	4	3	7	4	3			
Lemon City	25	10	15	10	3	7	15	15		12	8	4	6	2	4	6	6	
Mayo	16	10	6	9	4	5	7	6	1	11	3	8	5		5	6	3	3
Montverde	30	12	18	30	12	18				12	7	5	12	7	5			
Panama City	14	7	7				14	7	7	15	5	10				15	5	10
Perry	30	8	22				30	8	22	15	7	8				15	7	8
St. Cloud	22	5	17	12	3	9	10	2	8	6		6	3		3	3		3
Stuart	18	6	12	18	6	12				8	3	5	8	3	5			
Umatilla	28	15	13	27	14	13	1	1		11	5	6	6	3	3	5	2	3
Williston	21	11	10				21	11	10	12	3	9				12	3	9
Zephyrhills	21	9	12	9		9	12	9	3	7	3	4	2		2	5	3	2

TABLE III.—Report of White Junior High Schools.
PART II.—Enrollment in Ninth and Tenth Grades.

1919-20. Location of School.	Ninth Grade.									Tenth Grade.								
	Total.			Classical Course.			Scientific Course.			Total.			Classical Course.			Scientific Course.		
	Both.	Male.	Female.	Both.	Male.	Female.	Both.	Male.	Female.	Both.	Male.	Female.	Both.	Male.	Female.	Both.	Male.	Female.
In State	507	195	312	472	179	293	35	16	19	80	32	48	51	22	29	29	10	19
Altha	15	2	13	15	2	13												
Barberville	21	9	12	10	1	9	11	8	3	6	1	5	5	1	4	1		1
Bunnell	11	1	10				11	1	10	5	1	4				5	1	4
Cedar Key	6	2	4				6	2	4	5	3	2				5	3	2
Chattahoochee	7	3	4	7	3	4				5	1	4				5	1	4
Clermont-Minneola	3	1	2	3	1	2				18	7	11	8	3	5	10	4	6
Concord	9	2	7	9	2	7				3		3	3		3			
Elfers	7	5	2				7	5	2	3	1	2				3	1	2
Enterprise	7	3	4	7	3	4				6	3	3	6	3	3			
George Washington (Tampa)	238	93	145	238	93	145												
Havana	24	8	16	24	8	16				7	4	3	7	4	3			
Millville	15	8	7	15	8	7				7	4	3	7	4	3			
St. Andrews	9	3	6	9	3	6				8	5	3	8	5	3			
Winter Park	17	6	11	17	6	11				7	2	5	7	2	5			
Woodrow Wilson (Tampa)	118	49	69	118	49	69												

TABLE II.—Report of White Intermediate High Schools.
PART III.—Enrollment in Eleventh and Twelfth Grades.

1919-20. Location of School.	Eleventh Grade.									Twelfth Grade.								
	Total.			Classical Course.			Scientific Course.			Total.			Classical Course.			Scientific Course.		
	Both.	Male.	Female.	Both.	Male.	Female.	Both.	Male.	Female.	Both.	Male.	Female.	Both.	Male.	Female.	Both.	Male.	Female.
In State	96	36	60	38	10	28	58	28	30	63	22	41	43	12	31	20	10	10
Bonifay	4	1	3	4	1	3				5	2	3	5	2	3			
Eustis	10	5	5	5	2	3	5	3	2	7	2	5	7	2	5			
LaBelle	5	3	2	5	3	2				3	2	1	3	2	1			
Lemon City	2	1	1	1		1	1	1		9	3	6	6		6	3	3	
Mayo	6	2	4	2		2	4	4		6		6	5		5	1		1
Montverde	12	2	10	12	2	10				10	2	8	10	2	8			
Panama City	10	3	7				10	3	7	6	2	4				6	2	4
Perry	13	6	7				13	6	7	1	1					1	1	
St. Cloud	5		5	1		1	4		4	2		2				2		2
Stuart	6	1	5	6	1	5				4	3	1	4	3	1			
Umatilla	5	3	2	1	1		4	2	2									
Williston	6	2	4				6	2	4									
Zephyrhills	12	7	5	1		1	11	7	4	10	5	5	3	1	2	7	4	3

TABLE III.—Report of White Junior High Schools.
PART III.—Enrollment in Eleventh and Twelfth Grades.

1919-20. Location of School.	Eleventh Grade.									Twelfth Grade.								
	Total.			Classical Course.			Scientific Course.			Total.			Classical Course.			Scientific Course.		
	Both.	Male.	Female.	Both.	Male.	Female.	Both.	Male.	Female.	Both.	Male.	Female.	Both.	Male.	Female.	Both.	Male.	Female.
In State	8	2	6	1		1	7	2	5	2	2					2	2	
Altha	8	2	6	1		1	7	2	5	2	2					2	2	
Barberville																		
Bunnell																		
Cedar Key																		
Chattahoochee																		
Clermont-Minneola																		
Concord																		
Elfers																		
Enterprise																		
George Washington (Tampa)																		
Havana																		
Millville																		
St. Andrews																		
Winter Park																		
Woodrow Wilson (Tampa)																		

TABLE IV.—Senior High School Property.
PART I.—Kind of Building, Size of Auditorium, Etc.

1919-20. Location of School.	Kind of B'ld'g.	Size of Auditorium. (ft. x ft.)	Good Recitation Rooms.	Teachers' Desks.	Patent Desks.	
					Single.	Double.
In State			587	577	19,711	563
Arcadia	Brick	90x120	6	6	300	
Bartow	Brick	50x80	14	14	325	
Bradentown	Brick	45x60	9	9		279
Chipley	Brick	40x60	16	16	600	
Dade City	Frame and Brick	66x108	13	6	268	152
Daytona	Brick	50x84	13	15	346	24
Daytona Beach-Seabreeze	Concrete	52x90	13	13	325	
DeFuniak Springs	Brick	70x70	9	8	210	
DeLand	Brick	45x85	15	15	580	
Dunnellon	Brick	35x60	10	7	230	
Ft. Lauderdale	Concrete	49x69	19	21	640	
Ft. Meade	Brick	75x96	23	21	712	8
Ft. Myers	Brick	36x70	8	8	260	
Gainesville	Brick	60x80	7	7	250	
Kissimmee	Brick	50x85	24	22	700	
Lakeland	Brick	*	42	44	1,800	
Leesburg	Brick	60x84	14	14	400	
Live Oak	Concrete	70x70	16	16	590	
Madison	Brick	50x80	14	12	400	100
Miami	Concrete	50x80	18	21	755	
Milton	Brick	80x90	15	15	495	
Monticello	Brick	60x75	12	11	340	
Mulberry	Brick	50x60	13	13	420	
New Smyrna	Concrete	45x60	17	17	430	
Oakland-Winter Garden	Brick	30x50	15	18	375	
Ocala	Brick	31x51	14	15	520	
Palatka	Frame	*	5	18	690	
Palmetto	Brick	44x36	10	8	366	
Palm Beach	Concrete	60x80	29	29	850	
Pensacola	Frame	114x118	16	16	435	
Plant City	Brick	50x90	19	19	710	
Quincy	Brick	*	17	17	500	
Sarasota	Brick	36x60	16	14	470	
Tallahassee	Brick	60x100	19	3	800	
Tampa	Brick	33x93	17	20	620	
Tarpon Springs	Brick	38x60	12	12	501	
Wauchula	Brick	*	18	22	780	
Winter Haven	Brick	*	20	15	718	

*Not reported.

TABLE IV.—Senior High School Property.
PART II.—Kind of Laboratory, Volumes in Library, Etc.

1919-20. Location of School.	Kind of Laboratory.	Volumes in Library.	Size and Equipment of Departments.		
			Man. Training. (ft. x ft.)	Home Economics. (ft. x ft.)	Other Depts.
In State		26,398			
Arcadia	Phys. & Chem.	680	30x90	30x40	
Bartow	*			22x22	Dom. Art.
Bradentown	*	700			Phys. Ed'n.
Chipley	Phys. & Chem.	500			
Dade City	Phys. & Chem.	400		30x30	
Daytona	Phys. & Chem.	1,400	26x32	26x32	Commercial.
Daytona Beach-Seabreeze	Phys. & Chem.	400	8 work benches, 8 sets tools.	4 gas stoves.	
DeFuniak Springs	Phys. & Chem.	290		2 rooms.	
DeLand	Chem.	800	26x50	2 rooms.	
Dunnellon	Phys. & Chem.	600			
Ft. Lauderdale	Phys. & Chem.	760		2 rooms.	Gymnasium.
Ft. Meade	Phys. & Chem.	415		22x28	
Ft. Myers	Phys. & Chem.	1,000	22x38	22x38	
Gainesville	Phys. & Chem.	800			
Kissimmee	Phys. & Chem.	500		5-room cottage.	
Lakeland	Phys. & Chem.	1,000		25x50	Commercial.
Leesburg	Phys. & Chem.	621			
Live Oak	Phys. & Chem.	750		2 rooms.	Art.
Madison	Phys. & Chem.	500			Voc. Agri.
Miami	Phys. & Chem.	1,000			Commercial.
Milton	*	1,050		Fully equipped.	Commercial.
Monticello	Phys. & Chem.	300			
Mulberry	Phys. & Chem.	350		18x30	
New Smyrna	*	400	10 benches, tools, etc.	Each class, 24	Music & Art.
Oakland-Winter Garden	Physics	250			Music.
Ocala	Physics	1,000			Music.
Palatka	Phys. & Chem.	1,000		For class of 20.	
Palmetto	Phys. & Chem.	506		For class of 12.	
Palm Beach	Phys. & Chem.	1,000	3 rooms.		Commercial.
Pensacola	Phys. & Chem.	1,160		3 rooms.	Commercial.
Plant City	Phys. & Chem.	600	30x50	2 rooms.	
Quincy	Phys. & Chem.	1,200		22x27; 50x70	
Sarasota	*	500		22x32	
Tallahassee	Phys. & Chem.	1,200		2 rooms.	
Tampa	*	1,000			
Tarpon Springs	Biology & Chem.	606	24x38	24x30	Mech. Drawing.
Wauchula	Phys. & Agr.	350	30x30	20x30	Agriculture.
Winter Haven	*	810			

*Not reported.

TABLE IV.—Senior High School Property.
PART III.—Value of.

1919-20. Location of School.	Total.	Lot.	Buildings.	Teachers' Desks.	Pupils' Desks.	Laboratory Apparatus.	Library.	Other Property.
In State	$2,920,484	$445,800	$2,144,150	$9,275	$176,257	$57,524	$30,565	$56,913
Arcadia	123,950	5,000	110,000	200	1,500	6,000	1,250	
Bartow	103,150	6,000	90,000	150	4,000	1,000		2,000
Bradentown	63,099	8,000	50,000	225	1,674	2,000	700	500
Chipley	60,000	4,000	50,000	800	3,600	600	400	600
Dade City	46,160	2,000	40,000	60	1,500	800	600	1,200
Daytona	111,600	18,000	88,000	400	2,000	800	1,400	1,000
Daytona Beach-Seabreeze	76,110	12,000	60,000	360	1,950	500	300	1,000
DeFuniak Springs	60,100	5,000	50,000	150	1,100	2,250	600	1,000
DeLand	109,500	20,000	80,000	400	3,600	1,000	2,000	2,500
Dunnellon	20,200	1,200	16,000	125	900	350	425	1,200
Ft. Lauderdale	101,710	10,000	85,000	200	2,560	2,150	800	1,000
Ft. Meade	84,400	10,000	65,000	300	3,500	1,000	600	4,000
Ft. Myers	60,000	10,000	40,000	180	2,000	1,000	600	6,220
Gainesville	54,875	20,000	30,000	75	1,000	1,200	600	2,000
Kissimmee	43,300	6,000	30,000	220	2,100	900	600	3,480
Lakeland	369,360	100,000	175,000	660	90,000	1,500	1,500	700
Leesburg	60,100	2,500	50,000	300	1,800	1,000	500	4,000
Live Oak	75,650	3,000	65,000	550	4,500	1,200	900	500
Madison	32,450	4,000	25,000	150	2,500	400	400	
Miami	113,368	30,000	75,000	245	3,333	2,000	1,290	1,500
Milton	77,000	5,000	65,000	250	2,000	250	1,500	3,000
Monticello	37,450	5,000	30,000	100	1,200	300	250	600
Mulberry	50,670	5,000	42,000	200	2,520	300	400	250
New Smyrna	73,750	14,000	55,000	200	1,250	600	500	2,200
Oakland-Winter Garden	56,800	5,000	50,000	200	1,025	250	325	
Ocala	72,875	8,000	60,000	125	3,000	450	1,200	100
Palatka	25,600	15,000	5,000	100	2,000	1,800	1,200	500
Palmetto	39,375	5,600	30,000	100	900	400	425	1,950
Palm Beach	149,700	30,000	100,000	600	4,600	14,000	500	
Pensacola	14,890	Leased.	10,000	150	1,740	1,000	2,000	
Plant City	120,000	10,000	100,000	300	2,500	1,000	1,200	5,000
Quincy	51,450	17,500	26,500	200	2,500	3,000	1,200	550
Sarasota	46,949	11,000	31,650	240	2,715	724	600	20
Tallahassee	80,100	12,000	60,000	50	4,100	1,100	850	2,000
Tampa	83,810	10,000	65,000	60	2,000	2,500	750	3,500
Tarpon Springs	43,273	4,000	35,000	180	1,250	500	500	1,843
Wauchula	38,760	4,000	30,000	220	2,340	700	500	1,000
Winter Haven	88,950	8,000	75,000	250	3,500	1,000	1,200	

TABLE V.—Intermediate High School Property.
PART I.—Kind of Building, Size of Auditorium, Etc.

1919-20. Location of School.	Kind of B'ld'g.	Size of Auditorium. (ft. x ft.)	Good Recitation Rooms.	Teachers' Desks.	Patent Desks.	
					Single.	Double.
In State			102	98	3,199	275
Bonifay	Brick	64x84	12	12	476	26
Eustis	Frame	25x27	3	3	42	25
LaBelle	Brick	40x40	9	9	200	
Lemon City	Concrete	35x70	4	4	72	
Mayo	Concrete	60x100	9	10	300	150
Montverde	Frame	30x60	5	5	175	
Panama City	Brick	65x70	11	9	350	8
Perry	Brick	40x84	11	12	415	
St. Cloud	Brick	*	12	10	367	
Stuart	Concrete	25x35	2	3	37	
Umatilla	Brick & Concrete	45x57	8	8	285	
Williston	Concrete	58x60	9	5	260	16
Zephyrhills	Frame	36x72	7	8	220	50

TABLE VI.—Junior High School Property.
PART I.—Kind of Building, Size of Auditorium, Etc.

1919-20. Location of School.	Kind of B'ld'g.	Size of Auditorium. (ft. x ft.)	Good Recitation Rooms.	Teachers' Desks.	Patent Desks.	
					Single.	Double.
In State			121	115	5,388	201
Altha	Frame	40x60	10	10	400	
Barberville	Frame	28x60	7	7	200	
Bunnell	Frame	30x50	5	5	163	
Cedar Key	Concrete & Brick	26½x36	5	5	218	
Chattahoochee	Frame	24x50	4	5	165	
Clermont-Minneola	Brick	40x60	6	4	125	1
Concord	Frame	24x100	4	4	22	60
Elfers	Brick	25x40	4	4	95	11
Enterprise	Frame	*	4	4	110	3
George Washington (Tampa)	Brick	44x88	22	20	1,700	
Havana	Brick	36x70	6	7	200	30
Millville	Brick	25x60	12	12	337	81
St. Andrews	Frame	*	8	7	240	15
Winter Park	Brick	42x70	9	9	240	
Woodrow Wilson (Tampa)	Brick	40x100	15	12	1,173	

*Not reported.

TABLE V.—Intermediate High School Property.
PART II.—Kind of Laboratory, Volumes in Library, Etc.

1919-20. Location of School.	Kind of Laboratory.	Volumes in Library.	Size and Equipment of Departments.		
			Man. Training. (ft. x ft.)	Home Economics. (ft. x ft.)	Other Depts.
In State		4,454			
Bonifay	Physics	100			Music.
Eustis	Physics	375			
LaBelle	Phys. & Chem.	300	20 pupils, ea. class. 20x40	20 pupils, ea. class. 25x25	Music. Agr.
Lemon City	Phys. & Chem.	800			
Mayo	Phys. & Chem.	475			
Montverde	*	*			
Panama City	Phys. & Chem.	410			Biol.
Perry	Phys. & Chem.	150		2 rooms.	
St. Cloud	Phys. & Chem.	369			
Stuart	*	300			
Umatilla	Phys. & Chem.	425		Oil stove equip. Smith-Hughes.	
Williston	Physics	400			
Zephyrhills	Phys. & Chem.	350			

*Not reported.

TABLE VI.—Junior High School Property.
PART II.—Kind of Laboratory, Volumes in Library, Etc.

1919-20. Location of School.	Kind of Laboratory.	Volumes in Library.	Size and Equipment of Departments.		
			Man. Training. (ft. x ft.)	Home Economics. (ft. x ft.)	Other Depts.
In State		3,154			
Altha	Agriculture	150			Agriculture.
Barberville		350			
Bunnell	Bot., Zool.	109			
Cedar Key	Phys. Geog., Zool., Bot.	217			
Chattahoochee		175			
Clermont-Minneola	Bot. and Zool.	200			
Concord		188			
Elfers		65			
Enterprise		150			
George Washington (Tampa)	Gen. Science	200	22x78	22x78	
Havana		125			
Millville	Biological	278			
St. Andrews	Gen. Science	287			
Winter Park		300	24x33		Dom. Art. Typewriting.
Woodrow Wilson (Tampa)	Science	360	22x74; 22x30	22x53; 22x30	

TABLE V.—Intermediate High School Property.
PART III.—Value of.

1919-20. Location of School.	Total.	Lot.	Buildings.	Teachers' Desks.	Pupils' Desks.	Laboratory Apparatus.	Library.	Other Property.
In State	$311,599	$39,750	$232,000	$1,515	$13,761	$7,080	$6,100	$11,393
Bonifay	30,030	5,000	22,500	165	1,260	230	200	675
Eustis	9,555	3,000	5,000	60	295	325	525	350
LaBelle	46,390	3,000	40,000	240	600	300	250	2,000
Lemon City	33,900	5,000	25,000	*	*	2,400	750	750
Mayo	22,600	1,000	15,000	200	3,500	900	750	1,250
Montverde	10,050	3,000	4,500	50	750	100	1,500	150
Panama City	34,686	5,000	25,000	180	2,156	350	500	1,500
Perry	36,613	3,500	30,000	120	1,200	1,000	75	718
St. Cloud	23,325	6,000	15,000	150	1,000	425	550	200
Stuart	*	*	*	*	*	*	*	*
Umatilla	27,700	3,500	20,000	100	1,400	200	300	2,200
Williston	28,750	750	25,000	100	800	500	400	1,200
Zephyrhills	8,000	1,000	5,000	150	800	350	300	400

*Not reported.

TABLE VI.—Junior High School Property.
PART III.—Value of.

1919-20. Location of School.	Total.	Lot.	Buildings.	Teachers' Desks.	Pupils' Desks.	Laboratory Apparatus.	Library.	Other Property.
In State	$385,283	$33,400	$310,000	$2,150	$25,950	$1,858	$3,285	$8,640
Altha	8,798	1,500	5,000	200	1,600	148	150	200
Barberville	17,625	500	14,000	175	1,500	100	350	1,000
Bunnell	6,350	1,000	4,000	75	825	100	250	100
Cedar Key	27,745	1,000	25,000	70	1,200	125	200	150
Chattahoochee	5,425	300	4,000	100	825		160	40
Clermont-Minneola	15,810	1,000	14,000	50	300	110	200	150
Concord	12,500	1,000	10,000	150	650		200	500
Elfers	16,865	800	15,000	80	475	100	110	300
Enterprise	8,025	1,000	6,000	75	600	50	200	100
George Washington (Tampa)	93,650	8,000	75,000	400	8,500	500	250	1,000
Havana	13,970	800	12,000	70	650		250	200
Millville	23,190	500	20,000	165	2,000	150	175	200
St. Andrews	8,780	1,000	6,000	140	1,125	225	190	100
Winter Park	47,350	5,000	40,000	200	1,200	100	250	600
Woodrow Wilson (Tampa)	79,200	10,000	60,000	200	4,500	150	350	4,000

PROGRESS OF FLORIDA HIGH SCHOOLS, ACCREDITED, FOR THE BIENNIUM ENDING JUNE 30TH, 1920.

Alachua County.—Gainesville: School term lengthened to nine months for year 1919-20. Salary of principal raised from $2200 to $3240, and salaries of high school teachers raised from $720 to $1080. Bond election May 20th, 1919, for $150,000, proceeds to be used for the erection of a high school building for whites and one for negroes. The proceeds of certain time warrants amounting to at least $50,000, will be added to the proceeds derived from the sale of the bonds.

Baker County.—Macclenny: There is a movement on foot to bond and build a modern high school building. The salary of the principal of the County High School has been increased to $200 per month. The salaries of all teachers have been increased about 25 per cent.

Bay County.—Lynn Haven: Salary of principal increased from $110 to $125 per month.

St. Andrews: Salary of principal increased from $150 to $175 per month. Salaries of high school teachers in all schools increased from $88 to $90.

Bradford County.—Starke: Principal's salary increased twenty per cent. Salary of assistants will be $90 per month. All senior high schools to have not less than three teachers besides the principal.

Brevard County.—One district bonded for $75,000 late in May, 1918, and a new building to be erected from the proceeds is now under construction. Several thousand dollars more will have to be spent in order to properly furnish and equip this building. The salaries of high school principals will be raised for next year, and those of the high school assistants will be increased fifteen per cent. Departments of Domestic Science will be added to the course of two high schools in the county. One or two teachers will be added to the teaching staff.

Calhoun County.—Altha: Junior High School. Salary of principal raised from $150 to $200 per month for the scholastic year of 1920-21, and that of the first assistant from $85 to $150 per month. Term 8 months.

Blountstown: High school term lengthened from seven to eight months for year 1919-20.

Clay County.—Green Cove Springs: Salaries increased about fifteen per cent.

Columbia County.—Lake City: Salary of the principal raised from $200 to $250 per month, and that of the first assistant from $100 to $125 per month. Pay of the high school teachers increased from $80 to $100 per month.

Dade County.—Miami: The salaries of high school teachers have been raised five and ten dollars per month.

DeSoto County.—Arcadia: A fifteen per cent increase has been made in the salaries of high school teachers for the year 1919-20.

Salaries of principals in this county have been raised twenty per cent. for the year 1920-21. One $40,000 graded and high school building has been erected at Moore Haven.

Duval County.—Jacksonville: Bond election for $30,000 for addition to high school building. Four teachers have been added to the high school force. The salary of the principal has been raised to $300, and that of the assistants from $910 to $1200, heads of departments from $1260 to $1500.

Escambia County.—Pensacola: Bonds voted for $300,000 high school building. Salary of principal raised from $2,000 to $4,000 a year.

Flagler County.—School at Bunnell is of Junior High School grade and is doing excellent work.

Franklin County.—Apalachicola: A ten per cent. increase has been made in the salaries of all high school teachers.

Gadsden County.—Quincy: District bonded for $60,000 for new high school building. Term lengthened to nine months. Salary of principal raised to $3,000. Two teachers added to the high school staff and an athletic director employed.

High Schools at Havana, Concord, Greensboro, Chattahoochee and Gretna making good progress in meeting Junior High School standing.

Hernando County.—Brooksville: Bond election for $25,000 for new high school building. Ten per cent. advance in salaries of teachers for year 1919-20. Salary of principal raised from $1,200 to $1,400 for year 1920-21. An additional bond issue for $10,000 validated for further improvements in school building and grounds.

Hillsborough County.—High school enrollment of county increased twenty-two per cent., and number of high school teachers increased twelve per cent. Departments of Physical Training, Home Economics and Teacher Training added to high school in Tampa. Salaries of high school principals increased to $2,250 and $2,500 per year.

Holmes County.—Bonifay: The salary of the principal has been increased from $125 to $150 per month.

Jackson County.—Marianna: Salary of principal raised from $150 to $200 per month for year 1920-21. High school teachers from $75 to $100 and $150. Grade teachers raised nearly 50 per cent. District voted $30,000 bonds to build an addition and equip the building with steam heat.

Graceville: Salary of principal raised from $125 to $150 per month for year 1920-21. A new eleven-room brick building erected at a cost of $25,000.

Lafayette County.—Mayo: Building enlarged and modernized at a cost of $35,000. Twelve hundred dollars expended for laboratory furniture and apparatus. School term lengthened to nine months for all grades above the sixth; two high school teachers added to the faculty; salaries of high school teachers raised to $125 per month, and that of the principal to $2400 per year. Manual Training and Teacher-Training departments installed.

Lake County.—Salaries of all high school principals and high school assistants have been increased from 20 to 25 per cent., and terms of the two senior high schools will be nine months. The number of teachers in high schools increased. Following are the high schools: Leesburg and Eustis (S. H.), Umatilla, Montverde at Clermont (I. H.), and Groveland (J. H.). Mount Dora preparing to be Junior High School. This district has voted $25,000 for school building.

Eustis: District 10 bonded for $40,000. There will be some increase in the teaching force this year, and an increase in salaries of from 10 to 25 per cent.

Lee County.—Fort Myers: Salaries of teachers (high school) raised 20 per cent. for year 1920-21. Bond election of $100,000 for new high school building in Fort Myers.

Leon County.—Tallahassee: Salary of principal increased to $3,500 and school term lengthened to nine months. Athletic director employed at salary of $2,000. Salary of first assistant increased to $1,600 per year and those of other high school teachers raised from $900 to $1080 per year.

Madison County.—One principal in this county has been raised $75 for the year 1919-20 and four others have been raised $25 each per

month. One teacher has had an increase of $15 per month in salary and another $10.

Manatee County.—The three senior high schools in Manatee County lengthened their school terms to nine months for 1919-20. Two principals have been advanced from $1500 to $2400. One high school teacher has had a raise in salary of $25 per month; other $10 per month for 1920. Music has been added in all senior high schools.

Marion County.—Ocala: The high school term will be lengthened to nine months for 1919-20 and it is probable that the salary of the principal will be increased.

Dunnellon: The salary of the principal will be increased from $140 to $157 per month for 1919-20. It is planned to add another teacher to the high school staff. It is probable that the school term will be lengthened to nine months for 1919-20.

Nassau County.—All high school assistants and principals are receiving more money for 1919-20 than ever before in this county. Two teachers have been added to the high school staff of the county.

Salaries of principals raised from $160 to $180 for year 1920-21 and assistants from $80 to $90, with one teacher added to each school.

Okaloosa County.—Crestview: The salary of the principal increased from $115 to $150 per month for 1919-20. Four teachers added to the high school staff of the county.

Okeechobee County.—Okeechobee: Salary of principal raised from $125 to $250 per month. Practically all intermediate high school standards attained during past two years.

Orange County.—Apopka: Lunch room installed. Two hundred dollars added to salaries of high school teachers, and seventy-five dollars for books for high school library.

Orlando: One teacher added to high school staff, and salaries of principal and teachers raised from ten to twenty-five dollars per month. School term lengthened to eight and one-half months. Provision made for instruction in Physical Education and Public Speaking, and every pupil required to be a member of a debating society and to participate in the activities of the same.

Tildenville: Thirty thousand dollar building erected and equipped with modern furniture. Old building thoroughly renovated. Expended for: Playground equipment, $300; library books, $300; laboratory equipment, $350; home economics equipment, $500; hot lunch fixtures, $300.

Winter Park: Nine hundred dollars expended for equipment for lunch room, and a like amount for library and motion picture outfit. Salaries of principal and assistants each increased $160 per year.

Osceola County.—Kissimmee: The high school term has been lengthened to nine months for 1919-20.

Palm Beach County.—This county is conducting three high schools for nine months, and the remainder for eight months.

CHANGES IN SALARIES FOR 1919-20.

West Palm Beach: Salary of principal increased from $235 to $250 per month.

Delray: Salary of principal increased from $137.50 to $175 per month.

Stuart: Salary of principal increased from $100 to $175 per month.

Jupiter: Salary of principal increased from $100 to $125 per month.

Boynton: Salary of principal increased from $90 to $100 per month.

Pahokee: Salary of principal increased from $100 to $150 per month.

All high school teachers have had an increase of from $10 to $15 per month.

Music and Art added to the course of study in the West Palm Beach High School, after being left out for a year.

CHANGES IN SALARIES FOR 1920-21.

West Palm Beach: Salary of principal increased from $250 to $300 per month.

Delray: Salary of principal increased from $175 to $200 per month.

Stuart: Salary of principal increased from $175 to $200 per month.

Pahokee: Salary of principal reduced from $150 to $100 per month.

All high school teachers receive from $100 to $150 per month. Teacher of Music and Art receives $110.

Pasco County.—Dade City: There was an increase of about twenty per cent. in the salaries of principals and teachers for 1919-20.

Pinellas County.—Clearwater: In February, 1919, bonds were voted for $16,000, the proceeds to be used for the maintenance of a Commercial Department in the high school and the acquisition of ground for an athletic field.

Largo: Bonds issued by the district in the sum of $4600 for the purchase of a lot and the erection of a principal's house.

The four high schools in this county—Largo, Tarpon Springs, Clearwater, and St. Petersburg—lengthened their terms to nine months for 1919-20.

Polk County.—Bartow: Three teachers added to the staff. An increase of twenty per cent in all salaries. The term lengthened from eight to nine months for 1919-20.

From two to three additional teachers employed in all five of the Senior High Schools for the year 1920-21; also one to two more in the Junior High Schools. In all, about 30 more teachers employed 1920-21 than ever before. High schools have nine months. Teacher-Training Department in the Bartow school, Commercial Course in the Lakeland school. Winter Haven will bond for new high school building. Bond issues voted in Lake Wales District for $10,000; Auburndale, $5,000; Kathleen, $2,500; Loughman, $2,000, and Midland, $15,000. All of these for repairs or additions to school buildings. Brewster school (4 teachers) has the honor of being the best rural school in the state.

Putnam County.—Palatka: Average increase of fifteen dollars per month in all salaries for year 1919-20, and the school term lengthened from eight to nine months. For the year 1920-21 transportation furnished rural students who attend the high school at the rate of six cents per mile one way, until the amount reaches one dollar. Two teachers added to high school faculty. It is expected the school will occupy new building 1920-21.

St. Johns County.—St. Augustine: Increase in the salaries of all high school teachers for 1919-20.

St. Lucie County.—Ft. Pierce: Salary of principal increased from $187.50 to $200 per month for 1919-20. Others raised from $100 to $110 and $115. French added to the course for 1919-20. Salaries of other principals advanced from $125 to $140. Music added in all high schools in county. Domestic Science Department fully equipped at Fort Pierce.

For the year 1920-21 salary of principal at Fort Pierce advanced from $200 to $220; others to $175. All high school teachers employed during the year for next term given a raise of $10 per month.

Seminole County.—Sanford: Salaries of high school teachers increased ten per cent for 1919-20. Planning to add Commercial Department if possible.

Total salary increase for year 1920-21, 15 per cent. Commercial Department doing excellent work. Seven typewriters, all new, now in use, and much interest in both Stenography and Typewriting. Total high school enrollment 170, an increase of 10 per cent over last year. Faculty composed of three men and four women, all college graduates, and all except two with several years' experience.

Sumter County.—Bond election for $10,000 in one district for high school building. An increase of twenty-five per cent. in salaries of teachers.

Suwannee County.—Live Oak: School term lengthened to nine months for 1920-21. Department of Domestic Science added and teacher for same.

Volusia County.—Ormond: Bonded for $25,000 for grammar grade building, which will eventually be used for high school purposes. An increase of fourteen in the teaching staff. $1850 increase per month, including teachers and departments added.

DeLand: Music and Art re-established.

Seabreeze: Manual Training and Domestic Science added.

Daytona: Music and Art added.

New Smyrna: Manual Training and Domestic Science added.

Barberville: High school of three teachers established.

The least salary paid high school teachers in 1920-21 is $100 per month, while the highest salary paid (not including principal) will be $150. Least salary paid principal will be $150 (Barberville), while least salary to be paid principal of any one of the four large schools will be $200, and the highest will be $275 per month for 1919-20.

For year 1920-21, the least salary paid any principal will be $200, and the largest $325, with the following changes since last year:

Barberville, $200; Seabreeze, $250; New Smyrna, $250; DeLand, $300; Daytona, $325.

Wakulla County.—The school board has made an appropriation 1919-20 for a Junior High School to be located at Crawfordville.

Washington County.—High school at Chipley standardized as Senior. Salary of principal raised to $225 per month. Salaries of high school assistants $100 per month. High school enrollment 1920-21 is 78.

W. S. CAWTHON,
State High School Inspector.

CHAPTER IX.

NEGRO EDUCATION.

On returning to the State Superintendency in January, 1913, and knowing from previous service of twelve years in the office that the education of the negro was the weakest and most neglected phase of the school system of the State, I began at once to beseech the General Education Board for a donation of the necessary funds to place a State Agent in the field to supervise and assist me in popularizing and creating greater interest in negro education.

Occasional letters on this subject were interchanged through several years with little apparent prospect of success, until Mr. Jackson Davis, General Field Agent of the General Education Board, called upon me in my office some time, I believe, during the year 1919, when I laid the case before him and obtained his promise to lend me his kind offices in the attempt to secure a donation for such an agent.

After considerable time had elapsed, Mr. B. C. Caldwell, Field Director of the Jeanes and Slater Funds, called upon me some time early in December, 1919, to whom my wants were made known and his kind offices besought. He promised to help me, and he did so promptly.

At this interview I named to him J. H. Brinson, then County Superintendent of Marion County, as the most suitable educator associated with me for this position. When the matter once got in action, it moved rapidly.

On December 10, 1919, Mr. Caldwell wired me from Columbia, S. C., as follows: "General Education Board invites Supt. Brinson to attend Conference of all Rural School Agents of Southern States, Richmond, Va., December 16-17. Suggest you notify him officially that you have named him Rural School Agent for Negro Schools of Florida, and advise him attend Conference. I telephoned him yesterday as you suggested. His expenses will be paid whether he accepts your appointment or not. Wire me Jefferson Hotel, Columbia, Thursday."

On December 11th, the following telegram was received from Dr. Abraham Flexner, Secretary of the General Education Board: "Mr. Caldwell has telegraphed us regarding Mr. Brinson. Would you ask him to attend, at our expense, Conference of State Agents Negro Rural Schools, Richmond, Va., December 16th and 17th?"

Suffice it to say, that Supt. Brinson attended the Richmond Conference, was accepted as Agent, resigned his position as Superintendent of Public Instruction of Marion County, and entered upon his duties as State Agent for Rural Schools for Negroes in January, 1920.

The General Education Board transmitted to W. N. Sheats, State Superintendent, a check on January 6, 1920, for $1000 for the salary and travel expense for this position for the first quarter, ending March 31, 1920. Subsequently his travel allowance was raised by the Board to $1800 per annum.

So Mr. J. H. Brinson, ex-Superintendent of Marion County, a Southern born white man, is the State Agent of Rural Schools for Negroes, receiving an annual salary of $3000, with $1800 for travel allowance, a total of $4800, every dollar of which is donated by the General Education Board whose head office is 61 Broadway, New York.

The following is the first report of the State Agent of Rural Schools for Negroes:

REPORT OF THE STATE SUPERVISOR OF NEGRO EDUCATION FOR THE PERIOD ENDING JULY 1, 1920.

On December 16-17, 1919, a Conference of the Rural School Agents of the several Southern States and the officers of the several contributing funds aiding in various features of Negro Education in the South, was held in Richmond, Virginia. By agreement between Hon. W. N. Sheats, State Superintendent of Public Instruction, and Mr. B. C. Caldwell, representing the General Education Board, I was invited to attend this Conference.

The purpose of my meeting with this body and conferring with these officers was to arrive at a conclusion upon both sides as to whether I should be appointed Rural School Agent

for Florida to supervise the general work of Negro education and the application and administration of the several co-operating funds aiding in this work or not.

After meeting with these gentlemen and participating in their conference upon the work being done, I attended a business conference with Dr. Wallace Buttrick, president of the General Education Board, Mr. Jackson Davis, field director of the same board, Dr. Jas. H. Dillard, president of the Jeanes and Slater Funds, Mr. B. C. Caldwell, field director of the latter funds, and after discussing fully with them the scope of the work and the duties pertaining thereto, I engaged with them to take up this work for the State of Florida.

Immediately upon my return to Ocala I forwarded my resignation as superintendent of public instruction for Marion County to the governor, which was accepted and my successor was appointed and qualified to assume the duties of the office in the forepart of January, 1920, thus leaving me free for my new duties with the State Department of Education as state supervisor of Negro education.

It was agreed in conference between the state superintendent and myself that the lines of work could not be very exactly defined for some time, but would have to develop as the time went by and contact with the situation should indicate.

From the first it was apparent that a very important part of my work would be with county boards of public instruction and superintendents in regard to conditions affecting Negro schools.

Also, it was our purpose from the beginning to do whatever could be done to establish contact between county school authorities and the several funds that were co-operating with very happy results in other southern states.

Such work as could be done to promote agricultural and industrial training in conjunction with the Smith-Hughes federal funds has been done, but this work has been badly hindered by inability to secure in some places regular teachers for the schools.

The very acute shortage of teachers for the Negro schools has been greatly aggravated in many cases by the miserably small salaries offered.

In order to more fully acquaint myself with the work as carried on in the other southern states, I visited Louisiana and Alabama and attended the annual farmers' conference at Tuskegee Institute.

The agents of all the other states and the officers of the several co-operating funds have, at all times, shown a most cordial interest in furnishing such information and suggestions as seemed of any service.

For some years there have been a number of industrial supervising teachers for the Negro rural schools employed through co-operation between the counties and the Jeanes Fund. The fund has usually contributed $40 per month for eight months and the county from $10 to $35 per month.

In February, in company with Mr. B. C. Caldwell I attended a conference of Jeanes industrial teachers with many of their county superintendents and their state agents, held at Columbus, Ga. It was intensely interesting to hear these teachers tell of their work in the states of Georgia and Alabama in training in various lines of industry, sanitation and health conditions.

For the year 1919-1920, we had these workers in the counties of Calhoun, Leon, Marion and Volusia. By this means our counties have the opportunity to secure at a nominal expense a service that may be of great value and it is our purpose to extend this help in the state as rapidly as possible.

During this period my work has consisted largely in calling on county superintendents and, when possible, on school boards in session and talking over with them all matters pertaining to Negro education.

At different times I have had with me in the state Mr. B. C. Caldwell, representing the Jeanes and Slater Funds, and Mr. S. L. Smith, representing the Rosenwald building funds, and Mr. Jackson Davis, representing the General Education Board. These men were looking over the State with me to locate favorable conditions for the several funds represented by them to co-operate with the school authorities of the several counties in the matter of supplying industrial teachers, helping in building school houses, and in the development of a higher type of school, known as the County Training School.

Of the latter named type we have but one in the state known as the Palm Beach County Training School at Delray, where, in addition to the regular school course, they have training in agriculture and the manual trades and the purpose is to use these schools for training teachers.

In the spring owing to the generosity of the General Education Board in appropriating $600 to use in defraying the traveling expenses of teachers to the summer school of Tuskegee Institute and in order to distribute this patronage throughout the state as widely as possible, I sent a letter to each of the county superintendents asking that each one name a teacher worthy of having this help. There was a very pleasing response to this request and we paid the traveling expenses of twenty teachers, who apparently made good use of this opportunity for improvement.

We also had an appropriation of $500 from the General Education Board for operating summer schools within the State. We made arrangements with the board of public instruction of Marion County to operate a summer school at Ocala for eight weeks with the object in view of meeting the needs of a number of those who would like to teach but with whom it was not convenient to attend the State summer school at Tallahassee conducted in the Florida A. & M. College. For this school we employed a principal and assistant, enrolled forty students from a number of counties, and the results were generally satisfactory.

The usual State summer training school was conducted at the F. A. & M. College at Tallahassee with more than three hundred in attendance.

I personally inspected the work at each of the three schools mentioned and feel that I can heartily commend it.

It is a hardship upon those who would like to attend a summer training school to have to pay their expenses from the southern part of the State to the State Summer School on account of the long distances to be traveled.

Looking to the future we hope to see the time shortly come when county school authorities will feel a greater responsibility for the education of the Negroes of their counties and will be willing to make far better provision for the same than has heretofore been the practice in many of them.

It is but fair to say that many county officials manifest a genuine interest in this part of their work and are cordially co-operating so far as their means will allow, and I feel that conditions are generally improving.

We are hopeful of being able to rapidly help in building school houses through the aid of the Rosenwald Building Fund which will aid liberally where their very reasonable conditions are met and we also hope to soon have under way several county training schools.

I would also urge that as liberal policy be pursued in the matter of appropriations for the Florida Agricultural and Mechanical College at Tallahassee for Negroes as conditions will allow. I would recommend that public spirited citizens from all parts of the State upon visiting Tallahassee visit this one of the State's institutions and make as thorough inspection as possible to acquaint themselves with its work and possibilities.

In conclusion, I wish to express my personal appreciation of the many courtesies extended by the people connected with the several boards that are co-operating in this work and also for the uniformly respectful and courteous attitude of our county school authorities and the public at large. Lastly, I must not omit to mention the interest shown by the colored people in their own improvement and their willingness to contribute to improved conditions in money and assistance as their means may allow.

Very respectfully submitted.

J. H. BRINSON,
State Supervisor of Negro Education.

CHAPTER X.

STATE INSTITUTIONS.

Since the four State Institutions, viz., the University of Florida at Gainesville, the State College for Women at Tallahassee, the School for the Deaf and Blind at St. Augustine, and the Agricultural and Mechanical College for Negroes at Tallahassee, have been placed under the management of the State Board of Control the report of the same in the Biennial Report of the Department is not of so great importance as formerly, as the Board of Control publishes a large Biennial Report and each one of the Institutions publishes and distributes a catalogue; but, in order that those obtaining a report from this Department may get a correct idea of the Institutions under State auspices for higher education, a brief report of each one of these Institutions is incorporated in this Report.

When the several State Institutions were consolidated by the Act of 1905, these four Institutions were placed primarily under the management of the State Board of Control appointed by the Governor. The action of this Board, however, is subject to the action of the State Board of Education, Sec. 615, Revised General Statutes.

The reports of the Presidents of these four Institutions, which follow below, make up this Chapter X. and furnish information as to the progress and work of the same. Any one desiring more detailed information as to these Institutions may obtain a catalogue simply by addressing the President of any one of them as located and described above.

UNIVERSITY OF FLORIDA.

Gainesville, Fla., Nov. 30, 1920.

Hon. W. N. Sheats,
State Superintendent of Public Instruction,
Tallahassee, Florida.

Sir:

I have the honor to submit to you for publication in your biennial report the following statement regarding the University of Florida for the period beginning July 1, 1918, and ending June 30, 1920:

In 1905 the State combined all the six institutions of higher learning into the University and Woman's College to make it possible, with concentrated support, to develop a university and a college for women into institutions comparable to the higher educational institutions of other states and worthy of a rapidly growing Commonwealth.

With this high purpose in view, and as a means of extending its benefits as widely as possible, the State University apportioned its work along three distinct lines, namely: Resident instruction, investigation and extension and demonstration.

NECESSARY FUNCTION.

One necessary function of the University is to provide adequate means for the education of Florida young men. In order to carry out systematically this fundamental duty the work of resident instruction has been organized into the following groups: (1) The College of Arts and Sciences; (2) the College of Agriculture; (3) the College of Engineering; (4) the College of Law; (5) Teachers College and Normal School; (6) the Graduate School.

1. The Arts and Science, or liberal arts college, includes the departments of languages and philosophy, English language and literature, history and political science, economics and sociology, mathematics and general sciences. The aim of this college is to establish a foundation upon which to build technical and scientific education; to provide a basic preparation for business, law, medicine, journalism and to afford the opportunity for general cultivation and refinement of the mind.

2. The College of Agriculture embraces two general divisions: Plant industry and animal industry.

The Plant industry division covers the work of agronomy, horticulture, plant morphology, physiology, pathology and forestry and the allied subjects of agricultural chemistry, fertilizers and agricultural bacteriology. The division of animal husbandry includes work in animal husbandry, dairy husbandry, poultry husbandry, farm management, animal pathology, veterinary medicine, entomology, etc.

The teaching of a rational, practical system of farming is the primary aim of the College of Agriculture. The courses of study are planned to give the student a general knowledge of all phases of agriculture and related sciences, but at the same time to afford an opportunity to specialize along the line in which he is particularly interested. The plan provides for those who wish to take up some professional line, such as teaching, research, county agent work, as well as farming.

3. The University of Florida College of Engineering includes civil, chemical, electrical and mechanical engineering. The engineering courses are arranged with a view to preparing the students for immediate usefulness in the technical world. This college is organized to instruct students who desire to practice engineering, as a profession; and, second, to teach students interested in agriculture and applied sciences such branches of mechanic arts and engineering as will promote their individual interests.

4. The College of Law has a three-year standard course of study and four full-time professors and one part-time professor. This college is one of the four standard law schools in the Southeast, and has been recognized as such by one of the most renowned Greek letter honor societies. This college aims to develop keen, efficient lawyers who will live up to the high ideals and traditions of the bench and bar of the country. Its work emphasizes practice as well as theory, pleading as well as historic perspective, skill in brief making as well as legal information.

5. The Teachers College and Normal School consists of an organization of the various activities of the University which are concerned with the professional preparation of teachers. Its courses are planned to serve four classes of students—first, those preparing for elementary and rural

schools; second, prospective high school teachers and principals and school supervisors; third, those preparing to teach agricultural and industrial arts; fourth, those registered in other colleges who desire courses in education and psychology.

6. Graduate or advanced work above that of college grade is offered to graduates of standard colleges who are qualified to undertake such work. The only advanced degree conferred at present is that of master of arts or master of science.

ACADEMIC WORK.

The organization of the academic work is thus planned upon a broad basis. The young men have a right to expect their State University to be so organized, equipped and manned as to meet their needs for higher education in all its branches, such as is furnished by other states. Florida cannot afford to send her young men to other states because her own State University cannot accept them or is not equipped to give them the training that they desire. The State must maintain her University upon this high level and see that the facilities for the highest type of instruction increase with the growth of attendance and as the needs of Florida youth may require.

Though only fifteen years old, in its present organization, the University has sent its graduates to the large professional and graduate schools of the most renowned universities of the North and of Europe, receiving from them full recognition of the work done at the State University. University of Florida men are found in business enterprises, in journalism and in other places of trust in the State.

Her agricultural graduates are serving as farmers, superintendents of farms, and citrus groves, county demonstration agents; teachers of agriculture, etc.; her engineers are assisting in the development of good roads and the mining interests of the State, and acting as municipal engineers in the cities of Florida. Her law men are occupying advanced positions in government as district judges, county judges, county and state attorneys. Her Teachers College graduates are holding responsible positions as teachers, principals and supervisors in some of the most important school centers of Florida. If time permitted I could show that the output of the college-

trained men from the University of Florida has compensated the Commonwealth many-fold for the amount she has expended upon the general and technical education of these young men.

The second division of work of the State University is investigation in the field of scientific agriculture in both theory and practice. The investigation of the projects now under consideration, such as diseases of citrus fruits, vegetables, pineapples, and pecans, velvet bean caterpillars, farming experiments, soils and fertilizers and plant breeding, are promising large practical returns to the farmers. The Agricultural Experiment Station has already procured results by its investigations of incalculable value to the farmers and fruit growers of Florida. The research on the white fly problem, it is estimated, has led to a saving, on the basis of last year's prices of oranges and grapefruit, of $3,300,000 per annum. The velvet bean has been raised from a semi-ornamental plant to a crop worth over $3,250,000. The ingenious and original approach to the soft pork problem, by the animal industry department of the Experiment Station, promises a saving, it is estimated, of at least one and one-half million dollars per annum to the swine industry of Florida. It is conservatively estimated that the total results achieved at the Experiment Station, if estimated in dollars and cents, would pay the cost of all Florida's higher educational institutions during the last fifteen years.

While great practical results have been accomplished by this Station, there are innumerable agricultural problems that need solving. The agricultural industry cannot afford to neglect agricultural research in these times when new methods in production, distribution and marketing are so important.

The third division of work of the State University is to carry the available information in agricultural science and home economics to farmers and home-makers by practical demonstrations on their farms and in their homes. This work is conducted in cooperation with the United States Department of Agriculture and the State College for Women. The magnitude and far-reaching importance of this agricultural extension cannot be estimated. All sections of the

State have come to realize the immense value of county agent work in promoting the development of agriculture and development of a more prosperous and happy rural life in the counties.

Furthermore the extension service is furnishing facilities for presenting favorably to prospective settlers information concerning Florida's agricultural possibilities and the advantages of locating in the State.

Another phase of the work in this line of University activity is the General University Extension department. Its purpose is to give information and assistance in subjects other than agriculture and home economics. To the boy or girl unable to go to high school or college, study by correspondence is provided. Though this department has been in operation less than one year, 1,758 students have been enrolled in classes and in individual correspondence work. Schools of civics and Americanization have been held; community surveys, educational moving picture films, bureau of general information, etc., have been established.

Through the Extension Service the University campus extends to every community of Florida; through it the University is able to render service to the State at large.

I have spoken of the organization and service of the University during the first fifteen years of its history. It is necessary now to confess frankly to the citizens of Florida that the peak of development with the present resources and facilities has been reached, and that unless there is speedy relief in these two particulars the institution must go backward instead of forward.

GREATEST NEED.

The greatest need at the moment is better pay for the professors and Experiment Station men. The University has already suffered great embarrassment on account of resignations of good men who have gone to other states at from two to three times the salary they were receiving here. Unless there is speedy action to place salaries here upon an equal footing with those of other institutions the state will be forced to accept a low grade of instructors and investigators and sacrifice the high standard of men which has heretofore been maintained at the University.

The attendance has increased 900 per cent. in fifteen years, while the number of professors has increased 100 per cent. The meaning here is obvious. More teachers are needed at once.

Fourteen hundred and thirty-two (1432) students received instruction at the University during the fiscal year of 1919-20. This number included 672 regular college students during the regular session; 148 short course students in agriculture; and 612 summer school students—teachers for the most part. From these facts it may be easily understood that our dining hall and dormitories are inadequate. These buildings are inadequate for the regular students. One new dormitory and the extension of our dining hall are imperative. The University is using its gymnasium for an auditorium, physical education, social gatherings, and for other purposes. It is wholly inadequate as a meeting place for the student body and for Chapel, commencements and conventions. There is, therefore, a crying need for an auditorium and a place which might also provide room for the general University Library and State Museum, which has made such wonderful development since its beginning four years ago. The Library and Museum are not only inadequately housed, but occupy space and buildings that are needed for laboratory and classroom purposes.

There is, furthermore, a demand for the undertaking of new, of more intense, investigations by the Experiment Station of animal industry and field crop problems, of range cattle improvement, of sugarcane, of pecans, of decay of fruit and vegetables in transit.

These projects call for new men and new equipment and greatly increased funds. But what of that? Is it not a safe and profitable investment? The State can well afford to appropriate funds for the upbuilding of an institution capable of such leadership and of such far-reaching returns. The University is the logical leader, especially in the agricultural development of the State, and Florida is distinctly an agricultural state.

The forecast of the next biennial budget will provide that more than half of the annual appropriation shall go to the Agricultural College and Experiment Station. While the other colleges and departments of the University will not be

neglected or their efficiency impaired, this budget will be distinctly a farmers' budget.

After New York's soil became depleted, through ignorance and mismanagement, Cornell University, through its College of Agriculture, made the horticultural interests of the Empire State what they are. Wisconsin's University is responsible for the development of the great dairying interests of that state. Ohio and Iowa have become leaders in live stock production largely through the efforts of their colleges of agriculture. The millions appropriated by these states to their state colleges have been returned a hundred-fold in increased returns from their agriculture and in enhanced value of their farms, and increased wealth of their states.

The State of Mississippi, by its last legislature, appropriated more money for the next two years to its State University, which is separate from the Agricultural College, than Florida has given to her State University during the first fifteen years of its existence.

The Mississippi A. & M. College received $1,450,000 for the next two years, which is nearly $500,000 more than the total amount that Florida has given to her State University in fifteen years. And yet, the taxable wealth in Florida is nearly $100,000,000 more than that of Mississippi.

The University is under a mandate of the State to care for a wide range of work, and yet, unless the funds available for carrying on such work are increased, the institution cannot adequately meet its obligations. The rendering of useful service to the people of the State invariably increases the demand for more and greater service. These demands constitute a valuable criterion from which to measure the usefulness of the institution to the State.

It is not fair, nor wise, to limit the amount of such service that the institution can perform. And so I appeal to the State Board of Education, the Legislature and to all forward looking citizens of Florida to stand by your university. Give it your active and moral support, and begrudge not the small per capita cost required to maintain the University upon a high level befitting the dignity, the needs and the resources of Florida.

Respectfully submitted,

A. A. MURPHREE, *President.*

FLORIDA STATE COLLEGE FOR WOMEN.

Tallahassee, Fla., Jan. 5, 1921.

Hon. W. N. Sheats,
Superintendent of Public Instruction,
Tallahassee, Fla.

Sir:

In compliance with your request I have the honor to submit herewith a brief report of the Florida State College for Women for the biennium beginning July 1, 1918, and ending June 30, 1920. The College for Women has been filled to capacity during both years and we have had to refuse admittance to a great many Florida girls. It is difficult to give an accurate statement as to how many were not able to get in. When the dormitories were filled the information went immediately all over the State that the College could not take any more students and hence many people who would have asked for admission did not do so. During this past year the College did not do any advertising nor was there any agent in the field and yet our rooms were taken by the middle of July.

The Legislature at the request of the Board of Control authorized additional dormitory construction in 1918. These additions to our dormitory space gave room for seventy-eight students. When the new hospital is completed the infirmary will be removed from Reynolds Hall and will leave room for another twenty-four students. Since, however, we lost East Hall by fire this fall we had our dormitory space reduced by ninety. It will thus be seen that in the fall of 1921 we will have but very little more dormitory space than we had in 1918. It is therefore of the most urgent necessity that the College be provided with more dormitory space.

Our present class room, library and laboratory facilities are crowded to the utmost. I asked for an additional class room building two years ago but the Legislature did not provide it. It is therefore very urgent that an additional academic building be constructed in order that the standard of the work of the College here may not suffer.

TEACHER TRAINING WORK.

The College for Women during the past biennium has provided somewhat larger facilities for teacher-training than it had before. We have now, in addition to the supervised practice teaching in the Primary and Kindergarten departments, a special supervisor of practice teaching for the grades from the fifth to the ninth and the dean of the School of Education and the Normal School retains immediate charge of the practice teaching in the eleventh and twelfth grades. Much more emphasis can be placed now on giving prospective teachers who wish to do work in the upper grades very thorough preparation for their work.

To meet the needs of the State, however, considerable extension is necessary in this teacher-training work. The increased enrollment which will be made possible if the Legislature provides the buildings for which the Board of Control asks will make larger teacher-training facilities necessary. The teaching staff must be increased and the equipment must be increased and nothing should be left undone to make this teacher-training work second to none in this part of the country.

The building equipment for this work is lamentably inadequate. The Legislature provided $20,000 for one unit of our prospective training school. On account of the increased price of building material this unit cannot be completed. The outside wall and roof can be built but the inside finishing must await further appropriations by the Legislature. When that unit is completed we will have two rooms in this building and there are two rooms in the old wooden training school building. The kindergarten and the high school are in the Education Building. All these training facilities should be housed in one building. I am asking the Board of Control to secure $25,000 to increase this new training school plant. The amount of money really should be much more, but with the many needs of the institution I deem it wise to practice the most rigorous economy in every department and hence we will try to make out for the next two years with this addition to the plant for teacher-training.

Unless we get the resources asked for in additional teachers and additional equipment and buildings, it would be im-

possible to meet the demands of the State. Parts of courses have to be cut out which should be offered and in other ways training must be curtailed. I hope that this will not be necessary; that the State will supply the needs adequately.

OTHER DEPARTMENTS.

The College of Arts and Sciences has entirely outgrown its facilities. It of course furnishes the academic background for all the other schools of the College. The building facilities of this department are inadequate and the faculty more so. As in the School of Education and Normal School, practically all the teachers are entirely overloaded with work and many of them are lacking in equipment because of the high price of material. In a number of departments some necessary courses are not offered because we have not the teaching force to offer them. It is therefore urgently necessary that the faculty and the equipment be increased.

The School of Home Economics is in a similar situation. It needs immediate relief in the way of teaching staff and equipment. In order to find a place for the laboratories and the offices we have to scatter the Home Economics work over two buildings.

The School of Music is very awkwardly situated. Its studios are scattered over the campus in a way that should not be tolerated at all. I am permitting it only because nothing else can be done. As soon as we get the academic building asked for in my report to the Board of Control we will be able to furnish more adequate accommodations, not only to the School of Music, but to the School of Art and to the Business Department.

Nothing is probably more pressing in connection with school work of every type than to keep the body in the very best condition. To do this physical exercises and physical training must be provided for. It is the purpose of the College to carry forward its program of giving physical education to every student in the institution. To do this adequately it is necessary to increase our teaching staff further at once. I may add here we are now grading an athletic field which we hope to have completed in the course of the winter and which will be of immense usefulness to the students in the years to come.

FACULTY.

Any institution of learning is what the faculty makes it. It is of the first importance that the very best men and women should be secured on the teaching staff. Such men and women cannot be had unless some reasonable compensation is provided. As to salaries for teachers of the higher institutions of learning, Florida stands at the foot and unless some adequate pay is provided many of our teachers in self defense must seek other fields of work. It will not only be a great loss to have all the men and women of leadership in our higher institutions of learning to leave the State, but it would be a humiliation to the State of Florida. The question of adequate compensation for our teachers is of the first importance in order to protect the standards and the efficiency of the College for Women.

SUMMER SCHOOL.

The Summer Schools held here at the College for Women during 1918 and 1919 have been of great service to the State. These Summer Schools during these late years have proven of great value not only to teachers who are actually in service but to students who are preparing themselves to teach.

A very valuable feature has been that teachers who are out in the field teaching can come to the Summer School and do work which will be of a standard that can be credited toward a degree. The review work for those teachers who wish to strengthen themselves in the important subjects they are teaching has been always fairly adequately provided for and it was right that it should have been. In recent years, however, this Normal School and College Work which can be credited toward diplomas has become of greater demand, and it is a great service to the State to provide for it. Moreover, many of the students who are here in the College are shortening their college course in the number of years they have to spend here by taking work in the summer.

HOME DEMONSTRATION WORK.

The Extension Division has pursued its policy of working in close co-operation with the public schools in the development of Home Demonstration work. We consider the Home Demonstration work as part of the educational program of

the State. It gives me pleasure to repeat what I stated in my report two years ago, that we met with the very best spirit of co-operation in this work on the part of the public school teachers.

ATTENDANCE.

The attendance of the Florida State College for Women the past two years as suggested above has been limited by the equipment. The total enrollment in 1918-19, including summer courses and short courses, was 1177 and the total enrollment in 1919-20, including summer school and short courses, was 1160. The high enrollment in 1918-19, was due to a short course of two weeks held here at the College and attended by women who wished to equip themselves better in the prosecution of various war activities. This short course is known as the War College. It was very largely attended. The enrollment at this War College was 117. I present herewith a brief summary of attendance since the beginning of the institution.

ENROLLMENT FOR THE PAST FIFTEEN YEARS.

1905-06	204		
1906-07	220		
1907-08	240		
1908-09	257		
1909-10	273		
1910-11	280		
1911-12	315		
1912-13	413		
1913-14	477,	including Summer School	60
1914-15	636,	including Summer School	163
1915-16	810,	including Summer School	259
1916-17	959,	including Summer School	363
1917-18	992,	including Summer School	396
1918-19	1177,	including Summer School	433
1919-20	1160,	including Summer School	469

A detailed analysis of enrollment in various departments of the College is published each year in the catalogue and is also being published in the report to the Board of Control, to which reference can be made for detailed information.

In my report to the Board of Control is also given a brief

and analytic summary of the needs of the institution in all its departments. I am not repeating these various items here in detail to avoid duplication.

Very respectfully submitted,

E. CONRADI,
President.

FLORIDA SCHOOL FOR THE DEAF AND THE BLIND.

St. Augustine, Fla., Dec. 14, 1920.

Hon. W. N. Sheats,
State Superintendent of Public Instruction,
Tallahassee, Florida.

Sir:

In pursuance of your request, I have the honor to submit herewith a cursory report of the Florida School for the Deaf and the Blind for the biennium beginning July 1, 1918, and ending June 30, 1920.

One of the purposes of a report is to maintain the continuity of the record of the school's history and progress for the benefit of future inquiries. It is here written, therefore, that no special events have marked the biennium under review. This report brings to a close the thirty-fifth year of the school.

The biennium has been one of continued steady growth, undisturbed by any untoward conditions. And the work of instruction in all departments has been conducted with the utmost care and consideration.

The enrollment continues its steady increase. At present our school rooms, dormitories, and dining room are overcrowded. It is impossible on this account to admit all who seek admission. Relief for this condition will be sought from the next Legislature by the State Board of Control.

This school stands for a three-fold ideal: To make each student morally sound; intellectually bright; and industrially capable.

ATTENDANCE.

Summary by Counties.

County.	No. of Students.
Alachua	3
Bay	1
Bradford	1
Brevard	1
Broward	1
Columbia	4
Dade	12
DeSoto	2
Duval	40
Escambia	7
Gadsden	3
Hamilton	1
Hernando	2
Hillsborough	17
Holmes	4
Jackson	8
Jefferson	2
Lake	7
Lee	3
Leon	1
Madison	1
Manatee	1
Marion	2
Nassau	1
Orange	2
Okaloosa	2
Osceola	6
Palm Beach	6
Pasco	4
Pinellas	9
Polk	16
Putnam	5
St. Johns	5
St. Lucie	2
Santa Rosa	4
Suwannee	5

Volusia	6
Walton	4
Washington	10
Total	211

HEALTH.

The general health of the school has been exceptionally good. Only one death has occurred at the school in the past twenty years. We have a well equipped hospital, a trained nurse and a salaried physician. The pupils therefore receive the best of medical care and attention. Our sanitary condition invites the most rigid inspection at all times.

METHODS OF INSTRUCTION.

We try to keep in touch with the educational centers of the country and study with care any suggested change or improvement in our present methods of instruction.

In the deaf department, experience has proven that no one or single method will meet the needs of all the deaf children, therefore the combined method, or eclectic system, is used in the school. This method is in general use throughout the country. It is a method which includes all systems which the test of time has approved. Especial attention is given to oral instruction and every pupil, upon entering school for the first time, is placed under this method of instruction. If, after a fair trial, he shows no adaptability or progress, he is transferred to a manual class.

In the department for the blind, modern methods of instruction have made it possible for the normal blind child to receive practically the same education as the seeing child. The New York point system is used, and a course of study outlined in accordance with the text books obtainable under this system.

The course of study as outlined provides the pupils with a liberal education. Besides the course of study, the pupil is brought into contact with many helpful agencies which tend to render him more active, independent and resourceful. We have the hopeful spirit of self-activity and achievement in the school. Our pupils often enter school in a lowly state of despondency, but soon they discover the possibilities that lie

INTENTIONAL SECOND EXPOSURE



Administration Building, Florida School for the Deaf and the Blind.



Industrial Building, Florida School for the Deaf and the Blind.

INTERNATIONAL SECOND EXPOSURE

above and beyond their infirmity and they are transformed into new children, full of zest and vigor. To attain its fullest mission, the school must be a source of inspiration to noble achievement and must unfold the possibilities of usefulness in our deaf and blind pupils.

RHYTHMIC TRAINING.

An added feature to our school curriculum is rhythmic training for our deaf students.

This work consists in developing the rhythmic sense in deaf children by the correlation of voice training, physical training and language.

There are two physical agents by means of which we appreciate sound. They are the ear and the whole nervous system. We give these children a vibratory education by training the whole nervous system to perceive sound and rhythmic images.

Rhythm in speech is the coordination of thought and feeling, as well as tonality. This work or activity helps for freedom from mind and body and organs of speech, and gives an opportunity for the imagination to act.

The object of this work is to create a rapid and regular current of communication between mind and body. The work develops attention, induces consciousness of vibrations and makes the pupils more responsive and elastic. It awakens the sense for tone and rhythm through the sense of touch. Of special advantage are the vocal exercises which tend to strengthen the lungs and vocal organs, improving thereby enunciation and pitch of voice. The work is peculiarly attractive to the child and stimulates a desire for, and creates a habit of, lip-reading and speech and further perfects voice modulation.

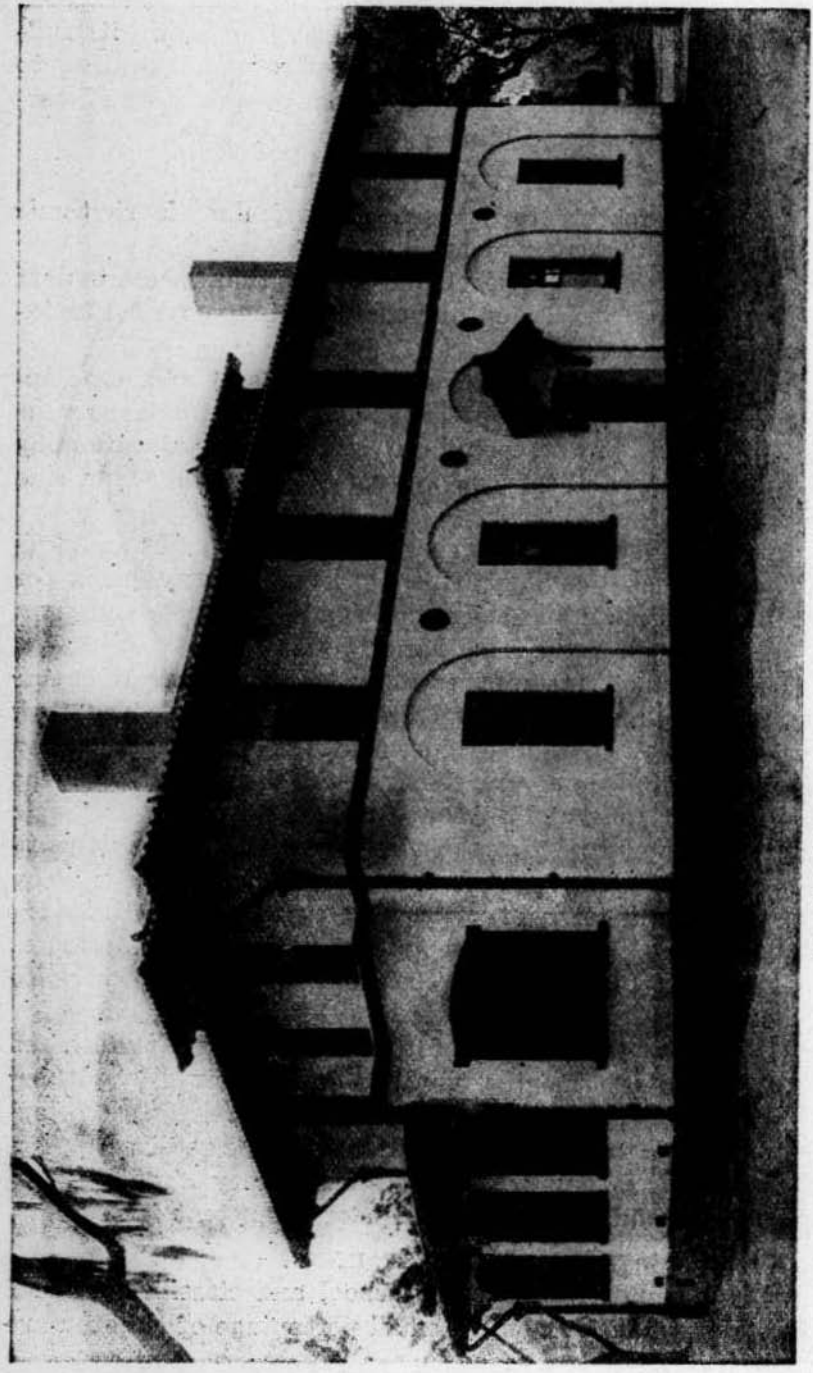
No further explanation of this work will be undertaken other than to say that the vibrations are received by placing the hands upon some portion of the piano, preferably the top, where the full force of the vibrations may be received.

This work is being conducted with every attention possible and is under the supervision of competent instructors.

AURICULAR TRAINING.

Not all children who enter school and classified as deaf are totally so; in fact, only a small percentage of children are

INTENTIONAL SECOND EXPOSURE



Hospital, Florida School for the Deaf and the Blind.

found to be entirely void of the sense of sound, although particular pains must be taken to differentiate between sound perceptions and vibratory perceptions. A large number of deaf children enter school with a modicum of residual hearing, atrophied by neglect. To awaken and to educate this sense remnant is the object of this department.

Various musical instruments and other sound-producing machines are used. Ear-trumpets, ear-tubes and various sound intensifiers are found to be helpful in many cases. Every pupil has to be given individual instruction, to a large degree, and the work must be outlined and planned to meet his peculiar condition.

We hope to develop and perfect this department in the near future. The possibilities for helpful results are too apparent to further neglect this branch of educational activity.

COMPULSORY SCHOOL ATTENDANCE.

A law should be passed which would require parents or guardians of deaf or blind children to send such children to the Florida School for the Deaf and the Blind, or to provide otherwise for their education. The terms "deaf" or "blind" should be made to include not only those who are totally deaf or blind, but also those of defective vision or hearing, who cannot be educated in the public schools of the State. This is not only a just paralleling of our general compulsory attendance law, but it is a precaution against the expense which will grow out of the untrained minds and hands of these children, since the State will ultimately be forced to support, partially or wholly, this class. It is also true that many parents of deaf and blind children are sentimental to a degree that borders on criminality, and under a false conception of kindness, deprive them of an education by keeping them from school.

HOUSEHOLD DEPARTMENT.

The affairs of this department have been conducted with due regard for the comfort and happiness of the pupils, officers and teachers.

Two-thirds of the most impressionable and plastic time of a child's life is spent at school. Experience has proven that

it is best for a deaf or a blind child to enter school at the age of six, and it is at this age we admit them. It is therefore largely the influence of the school life and not the home life that makes for all that is good or bad in the conduct of the child when grown to young manhood and young womanhood. His environment must be such that wholesome influences surround his school days at all times. This we strive for.

The constant care of so large a number of deaf and blind children is a grave responsibility, the magnitude of which is seldom understood. The physical, mental and moral training must go hand in hand and must receive the utmost care and attention.

Perfect harmony prevails throughout the school and the pupils are happy and contented.

TERMS OF ADMISSION.

This school is intended to supplement the public school system of our State. Children residing in the State, between the ages of six and twenty-one, capable of attending a school and profiting by instruction, who from defective hearing or sight can not be taught in the public schools, are admitted here. A child does not necessarily have to be totally blind or totally deaf to secure admission. To be admitted he must be unable to make progress in the public schools on account of defective vision or hearing.

This is a school. Its purposes are strictly educational. It is not custodial in its character. Children in such poor health as to be unable to attend school regularly or who have not sufficient mental ability to receive instruction and to progress thereby can not remain. Progress is the test.

Parents or guardians having a child who from defective hearing or vision can not be taught in the public schools should write the President of the School and ask for the blanks necessary to enter the child. These will gladly be furnished. There is a blank application which must be filled out by the parent or guardian. This blank contains questions as to the child's name, age, cause of deafness or blindness, general condition of health, physical and mental development, and other questions which will assist the school authorities in teaching and caring for the child. Then there is a blank cer-

tificate to be signed by the county commissioners from the county in which the applicant resides in case the parent or guardian is not able to pay a small charge per month for board. This certificate properly signed by the county commissioners entitles the child to free admission into the school. There are no charges then for anything, except the parent or guardian must clothe the child.

CONCLUSION.

In conclusion I desire to express appreciation and to extend thanks for the hearty support and good will given me by all who are connected with the management and control of the school. Whatever success the school may have achieved is due in great part to this loyal manifestation.

Respectfully submitted,

A. H. WALKER,
President.

FLORIDA AGRICULTURAL AND MECHANICAL COLLEGE FOR NEGROES.

Tallahassee, Fla., Dec. 20, 1920.

Hon. William N. Sheats,
State Supt. Public Instruction,
Tallahassee, Florida.

Dear Sir:

In reply to your request I am submitting a report of the Florida Agricultural and Mechanical College for Negroes for the biennium closing June 30, 1920.

The activities of the College are organized under the following Departments:

For Instruction:

Academic.
Agricultural.
Mechanic Arts.
Home Economics.
Health, including Nurse Training School.

For Administration:

Refectory (Boarding).
Fiscal (Business).
Disciplinary.

Each department of instruction has a Dean and a faculty, housed in a separate building or buildings. The head of the Health Department is styled Superintendent. The head of the Administrative Departments is the Auditor, who has charge of the Refectory and the Fiscal Affairs of the College. The Dean of Men, and the Dean of Women are the heads of the Disciplinary Department. The heads of all departments constitute the Prudential Committee, whose chairman is the President of the College. This committee meets weekly. The departmental teachers meet twice a month, and all officers of instruction and of administration meet monthly.

The work of the College is four-fold, embracing somewhat of a Normal School, an Agricultural School, a Mechanical School, and a School of Home Economics. It seeks to meet the academic needs of active and intending teachers, or workers with hands, and of those looking toward commercial and professional careers. Above all, it seeks to teach the fine art of living as well as the useful arts of life.

Its present organization and teaching power is ample for the successful instruction of 400 students. There are now around 300 students of high school and above high school grade. The present housing capacity of the plant can not accommodate more, consequently increased enrollment and fuller functioning of its activities await plant enlargement, especially dormitory enlargement.

For more detailed statements of the work of the College, I call your attention to the following excerpts from the reports of the Deans of the Departments of Instruction:

From Dean Mebane's report:

"During the year to date, we have enrolled 25 regular and 49 irregular students in the various courses of this Department. We offer a four-year course in the High School and in the College, including the Smith-Hughes Teacher Training courses. Although the war crippled our agricultural activities, we are gradually building a strong department."

He has a staff of four assistants—men of practical as well as theoretical training; a building fairly well equipped for agricultural teaching, and barns and sheds—stock and implements not yet fully adequate. It is hoped that the Smith-

Lever Farm Club and Home Makers' activities now headquartering in the Agricultural building, may be brought into more definite co-operation with the Department, that the College may have a larger place in the Agricultural activities of the State, and consequently become more useful to the farmers. It is also planned to enlarge the Smith-Hughes Agricultural Teacher Training activities, so as to meet the growing demand for teachers and promoters of Agriculture.

From Dean Howard's report:

"The Department offers courses as follows: (1) a four-year combined technical and academic course leading to the degree of Bachelor of Science in Mechanic Arts; (2) a two-year trades course leading to a certificate; (3) a two-year Smith-Hughes Teacher Training course leading to a certificate; (4) a commercial course leading to a certificate; (5) four-year courses leading to a certificate in each of the trades as follows: Blacksmithing, Carpentry, *Engineering, Painting, Drawing, Printing, Tailoring, Wheelwrighting, Auto-Mechanics.

(*Note: The Department of Engineering comprises three divisions, viz., Machine-Shop Practice, Electrical Engineering, and Plumbing Engineering.)

"For the year 1919-20 there was the following distribution of students in the various courses:

Courses.	Men.	Women.
Commercial	0	21
Blacksmithing	10	
Carpentry	11	
Painting	5	
Printing	7	
Tailoring	23	
Wheelwrighting	7	
Drawing	39	
Engineering	19	
Teacher Training (Smith-Hughes)	9	
Auto-Mechanics	14	(For 1920-21.)

"For the current year there are 84 men in the various divisions of the Department. He has a staff of seven instructors with proper training and experience in their respective

trades. All of the mechanical activities are housed in an up-to-date building, except printing, now operated in a basement room."

From Dean Hawkin's report:

"In the Home Economics Department there are one hundred and sixty-eight (168) girls taking the following courses: Four-year College leading to B. S.; Smith-Hughes Teacher Training; General Home Economics in the High School, Nurse Training and Business. The number of girls in the different departments are as follows:

Dietetics (Nurses)	8
Smith-Hughes	10
College B. S.	4
Cookery	124
Dressmaking	49
Millinery	12
Sewing	91
Business	22
Nurse Training	21

"There are four instructors in the Department, two of Foods and Nutrition and two of Clothing and Textiles. Another instructor is needed in the Department, who can teach Foods and Clothing, so that the Dean may be relieved of some of her duties to investigate conditions in the rural schools, to plan and supervise the work in the building, and to keep up with the latest methods of teaching Home Economics through visits to other schools or through correspondence."

From Dean Thomas' Report:

"The active membership of the College faculty, including Departmental faculties, is 39. Six of these are officers of administration; eighteen are instructors, who devote their whole time to vocational subjects; five are instructors, who devote part-time to academic subjects; and ten are full-time academic instructors."

The enrollment for the biennium:

First Year.

Regular Term	312	From Florida	264
Summer Term (for teachers)	117	From Florida	115

Second Year.

Regular Term	339	From Florida	295
Summer Term (for teachers)	207	From Florida	201

Fifty-six have graduated from the High School, 14 from the Normal School, 3 from the Nurse Training School, and 14 from the College, totaling 87 for the biennium. This does not include those, who received trade certificates, not listed as graduates.

From Acting Superintendent Hargraves' report:

"The Nurse Training Department offers a three-years course as prescribed by the State Board of Examiners for nurses. Upon the completion of this course, nurses are eligible for examination for R. N.

"The present enrollment is 8 senior and 7 first year nurses. Twenty-one are taking a general course. Three have graduated during the biennium."

I am herewith attaching and making a part of the report the fiscal statement of the Auditor, as Exhibit A:

EXHIBIT A.

FINANCIAL STATEMENT OF THE FLORIDA AGRICULTURAL AND MECHANICAL COLLEGE FOR NEGROES FOR THE BIENNIUM BEGINNING JULY 1, 1918 AND ENDING JUNE 30, 1920.

NAME OF FUND.	Balance July 1, 1918.	Receipts from July 1, 1918 to June 30, 1919.	Disbursements from July 1, 1918 to June 30, 1919.	Balance July 1, 1919.	Receipts from July 1, 1919 to June 30, 1920.	Disbursements from July 1, 1919 to June 30, 1920.	Balance July 1, 1920.
Educational Fund Current Expenses (State Appropriation)	$000.01	$11,000.00	$10,479.92	$ 2.58	$12,000.00	$11,997.56	$ 5.02
Morrill Fund (Federal Appropriation)	** 0.09	25,000.00	24,999.58	0.33	25,000.00	24,720.53	279.80
Slater Fund (Private Appropriation)	5.30	450.00	300.00	155.30	450.00	600.00	5.30
Incidental Fund (Collections from sales of Farm and Shop Products)	2.55	1,990.86	1,993.16	0.25	1,779.33 *2,484.02	4,250.48	13.12
Boarding Fund (Collections from Students for Board)	465.14	35,104.08	34,384.19	1,185.03	31,566.92	32,683.36	113.59
Building Fund (State Appropriation)							
1. Repair					2,500.00		2,500.00
2. Auditorium					10,000.00	4,847.50	5,152.50
3. Dormitory					12,500.00	6,863.50	5,636.50
Fire Loss Fund				1.25		1.25	
TOTAL	$472.91	$73,544.94	$72,156.85	$1,344.74	$98,280.27	$85,919.18	$13,705.83

*Smith-Hughes Salary Refund.
**Indicates deficit instead of Balance.

The needs of the College are as follows:

1. An Academic and Administration Building (a unit of).
2. A Boys' Dormitory.
3. A Silo and Implement and Stock Sheds.
4. A Nurses' Home and Contagious Ward.
5. Appropriation to complete and furnish unfinished buildings.
6. Increased current expense appropriation to make better salaries possible.
7. General Plant Repairs.
8. Training School addition.

An appropriation of $150,000 will meet these pressing needs, and will bring the College to its full teaching capacity —500 students.

I had planned to submit as an exhibit of this report, a statement, showing approximately the amount of money the State of Florida has put into this educational enterprise since its establishment in 1887, together with an exhibit of the number of men and women it has graduated during that period, to show what a splendid investment this College is, as an appeal for a more liberal appropriation. But I have decided not to do so, because it is unnecessary, since there is such a revival of interest in all things educational. I am sure that this interest will register itself in the next Legislature in an appropriation reasonably ample to bring to all of the youth of the State, the blessing of an education, and thus conserve the best interests of the State itself.

I am inclined to congratulate you upon the unusual opportunity you have had and still have to serve your State. You and the State Board of Education, and the Board of Control of Institutions of Higher Learning have always manifested a spirit of helpfulness to the Florida Agricultural and Mechanical College for Negroes.

Respectfully submitted,

N. B. YOUNG,
President.

CHAPTER XI.

PRIVATE AND DENOMINATIONAL SCHOOLS.

A State Educational Report would not be complete unless it gave an account of the Private and Denominational schools which contribute so powerfully and loyally towards making the total value of the system of education of a State.

There are a great many more of these Institutions in Florida than the ones reported in this Chapter. The small number availing themselves of the privilege of notice this year in this Report is possibly due to the lateness of the invitation asking the same; the State Superintendent truly regrets this apparent neglect.

Below is the letter of request followed by the reports of the schools who took advantage of the opportunity to be represented in this Biennial Report.

STATE OF FLORIDA
DEPARTMENT OF PUBLIC INSTRUCTION

Tallahassee, March 30, 1921.

My dear Sir or Madam:

The Biennial Report of the State Department of Education for the two years ending June 30th, 1920, is soon to come from the press. The fact has just developed that the State Superintendent, in consequence of extreme pressure in official duties, has neglected to write the heads of the Private and Denominational Schools of the State to submit a report, or statement, of their several institutions for publication in his Report.

The State Report would be incomplete unless it advertised to the world the great auxiliary work being done by the Private and Denominational schools in the educational development of the State. The State Superintendent sincerely craves pardon that the request for these reports was not made earlier, and he assures the management of each and every one of these schools that no slight was intended by the delay. In

proof of this statement, Chapter XI. of the State Report will be devoted exclusively to the publication of such matter as will be furnished by the heads of these institutions.

It is earnestly requested that each school addressed will accept the space tendered and file copy not later than April 15th.

It is hoped that the report for no school will fill more than five printed pages, and while this is the maximum limit fixed for the more important schools, it is hoped that a great majority will not use more than two pages.

It may be of profit to consult Chapter XII. of the last Report for suggestion as to proper data to be embodied in the report of your school.

Please notify the State Superintendent immediately, if the tendered space is accepted and when your copy may be expected.

Yours truly,

W. N. SHEATS,
State Superintendent.

JOHN B. STETSON UNIVERSITY

Lincoln Hulley, President.

DELAND, FLORIDA.

The Fall Term opened September 22nd and closed December 14th.

The Winter Term opened December 15th and closed March 15th.

The Spring Term opened March 16th and closes June 7th.

TIME TO ENTER.

Students may enter Stetson at any time, but new subjects are begun in the various departments of the institution at the beginning of each term and this being the case the days on which the three terms open are the most advantageous times for students to enroll.

THE CHARTER AIMS.

John B. Stetson University was conceived as a home-school for young men and women and as an Institution where education might be gained under Christian influences and

ideals. The object of the University is to promote the general interest of education, and to qualify its students to engage in the learned professions or other employments of society and to discharge honorably and usefully the various duties of life.

AN ASSURANCE AND A REQUEST.

Parents sending their children to Stetson University are assured that everything will be done to make character the first aim in education, and that nothing will be omitted that will make the student worthy and honorable. Patrons and students are required to co-operate to this end, and accept such restraints as are deemed necessary to attain this purpose.

DORMITORY LIFE.

The buildings are modern, comfortable, and unusually artistic. The sanitary conditions are 100 per cent. good. The boarding department is managed not for profit and the University spares no pains in making the life in the dormitories as homelike as possible. The student body is composed of fine young men and women; they live in separate dormitories located on different parts of the campus and a most wholesome college atmosphere is our constant joy and blessing.

OUR BANNER YEAR.

This is our banner year. Our dormitories, Chaudoin, Sampson, DeLand and Conrad Halls, were filled to their capacity before the opening day. We welcomed the demand for additional accommodations and two dormitories were made ready for the overflow. In addition to the above mentioned dormitories, Stetson has three men's fraternities and each maintains its own house.

FACULTY AND STUDENT BODY.

There are thirty-seven professors, instructors and assistants on the teaching staff of Stetson University. They hold degrees from Harvard, University of Chicago, Yale, Cornell, Columbia, University of Michigan, Bucknell, Bowdoin, Dennison, Wake Forest, Utrecht-Holland, Louisville, Smith, DePauw, Connecticut, Wesleyan, University of Illinois, University of Wisconsin, and other Institutions. They are men and

women of sterling Christian character and take an active interest in all phases of the student life.

There were 535 students enrolled last year in all departments of the University. They represent thirty-six (36) Florida counties, thirty (30) states and three (3) foreign countries.

STETSON'S EQUIPMENT.

The University has a fine property. Her seventeen buildings are situated in a grove of oak and pine trees, in the midst of a campus of thirty-three acres, on gently rolling land, on the northern edge of the City of DeLand.

Stetson has more than four hundred thousand dollars invested in buildings and equipment and she has a productive endowment of more than one million dollars.

AUDITORIUM, WHERE STUDENTS ASSEMBLE FOR CHAPEL SERVICES EACH MORNING.

Stetson has a beautiful Auditorium, with a seating capacity of more than one thousand. It has costly furnishings, including stained glass windows, seven oil paintings and a $10,000 pipe organ.

In this splendid Auditorium the great interdenominational vesper services are held each Sunday at 4 o'clock. At these services, crowded often to the full capacity of the hall, the President delivers the address and the University choir of more than 60 voices renders the most select sacred music. The services are to be rendered even more attractive in the future, a splendid chime of bells installed in the tower of Elizabeth Hall, which will probably ring at the Vesper Hour each Sunday. In this hall, too, the Lyceum and Chautauqua Courses are conducted, and the great Oratorios and Music Festivals are held. During the coming year a Music Week will be held during the month of March.

THE COLLEGE OF LIBERAL ARTS.

The Stetson College of Liberal Arts was affiliated in 1897 with the University of Chicago, in recognition of the excellence of her work. She maintains the following departments:

Law.

History and Political Science.

Economics and Sociology.
Philosophy.
Business Administration.
Latin Language and Literature.
Greek Language and Literature.
English Language and Literature.
French Language and Literature.
Mathematics and Astronomy.
Physics and Mechanics.
Chemistry.
Biological Science.
Geological Science.
Biblical Literature.
Pedagogy.
Music.
Fine Arts.
Public Speaking.
Physical Culture and Athletics.
Civil Engineering.
Mechanical Engineering.
Electrical Engineering.
Chemical Engineering.

Strong courses and high standards are maintained in all of these departments.

OTHER COLLEGES AND SCHOOLS.

Stetson University is primarily a College of Liberal Arts, but she maintains also a College of Law, a College of Technology, a Business College, a Preparatory Academy, a School of Mechanic Arts, a School of Music, a School of Fine Arts, and a School of Home Economics.

CARNEGIE LIBRARY, STETSON UNIVERSITY.

This imposing structure is 150 feet long and 50 feet wide, not counting the portico in the front, or the stack room in the rear. It is one of the four best buildings on the Stetson campus. This library alone represents an investment in building, endowment and books of more than $120,000. It contains more than twenty-three thousand bound volumes of the best selected books, and an extensive collection of the best periodical literature. It is the United States Depository for the State of Florida.

On the second floor of the building, there are two large and well lighted halls for the Young Men's and Young Women's Christian Associations, also a handsome Literary Society Room, and beautiful fraternity rooms.

FLAGLER SCIENCE HALL, STETSON UNIVERSITY.

This is one of the newest of the seventeen buildings belonging to Stetson University. It is 200 feet long and 80 feet wide. It is built of brick, finished in gray stucco, in the style of the Spanish Renaissance. With its furnishings, it represents an expenditure of more than $75,000. It contains commodious lecture rooms for the classes in physics and chemistry, a large general laboratory for each of these sciences, and a number of private laboratories.

Stetson University offers advantages for the study of Chemistry and Physics which are not surpassed by any other school in the South. Those students desiring to prepare for the study of medicine, pharmacy, or engineering, can secure excellent preparatory courses in the sciences under experts. The equipment for all lines of science is constantly being increased.

IRON SHOP, STETSON COLLEGE OF TECHNOLOGY.

Students desiring to study Engineering have access to splendidly equipped Iron Shops, Woodworking Shops, Mechanical Drawing Courses, Surveying Classes, Courses in Higher Mathematics, and also in all branches of Science. The equipment of the various workshops represents thousands of dollars of expenditure. The machinery is of the highest class made. Students can make any tool or article made of iron in these shops. Experts are in charge of each of the shops.

CUMMINGS GYMNASIUM, STETSON UNIVERSITY.

The Cummings Gymnasium is the newest building on the Stetson campus. It is a handsome brick structure, built after the most approved plan for gymnasiums, splendidly equipped with all modern apparatus. The lower floor is given over to lockers, shower baths, etc. On the second floor there is a splendid basket-ball floor. Stetson University owns another large building given over to the young women for gymnasium purposes. In this way both the young men and young women have facilities for practice of basket ball and engaging

in other indoor exercises at all times. All exhibition games are played in the Cummings Gymnasium. During the past two years ten excellent tennis courts have been constructed, making in all more than a dozen good courts. Several tennis tournaments are conducted each year. Stetson University has for years been sending out winning baseball, football, and basket ball teams. Out-of-door exercises can be engaged in every day of the year.

CONRAD HALL, DORMITORY FOR COLLEGE MEN.

Conrad Hall is situated in a grove of oak, camphor and orange trees, and the view through the pine woods is beautiful and picturesque. The hall has large and well lighted rooms, handsomely furnished interiors, electric lights, shower baths, and every modern convenience. In addition three fraternity houses are maintained by men of college rank, two of them on the Stetson campus, and one adjoining the campus.

ACKNOWLEDGMENT.

Stetson University owes its existence and its maintenance to the liberality of John B. Stetson, John D. Rockefeller, Henry A. DeLand, C. T. Sampson, Henry M. Flagler, Andrew Carnegie, Elizabeth, Countess of Santa Eulalie, Mrs. Monroe Heath, and a score of others, who have given liberally of their money to erect the beautiful buildings on the University campus, and to create large endowment funds. To all of these grateful acknowledgment is made.

SOUTHERN COLLEGE.

Clearwater, Florida.

R. H. Alderman, President.

LOCATION.

On account of the fire that swept away, on the morning of January 29, 1921, two of the main buildings of the former college plant at Sutherland, it became necessary for Southern College to be moved to a new location. The board of trustees selected Clearwater Beach as the new place for the college, and in accordance with this new plan the Clearwater Beach Hotel takes the place of the Girls' Dormitory, which was de-

stroyed. Several neat but hastily constructed barracks supply accommodations for the young men, and the various departments of instructions are assigned to classrooms in similar buildings already constructed on the island or hastily built in order to meet the needs of the college while it is temporarily situated at Clearwater Beach. It is the purpose of the board of trustees after a thorough investigation of all available sites offered to select the one which will most nearly meet the needs of the Greater Southern that is the aim of the Methodist Episcopal Church, South, in Florida.

COURSES OFFERED.

Courses of various kinds are offered by the College, the organization of which in this respect is as follows:

I. School of Arts and Sciences;
 (a) Four-year course leading to A. B. degree.
 (b) Four-year course leading to B. S. degree.

II. School of Education;
 (a) Four-year course leading to B. S. degree in Education.
 (b) Two-year course leading to Certificate in Primary and Elementary Education.

III. Academy;
 Regular four-year high school course.

IV. School of Commerce;
 Two-year course.

V. School of Music;
 Courses in Piano, Voice Culture, Violin and other stringed instruments, Theory and History of Music.

VI. School of Expression;
 Four-year course.

VII. School of Art;
 Four-year course.

VIII. School of Home Economics;
 (a) Four-year course leading to Diploma.
 (b) Two-year Certificate course.

FACULTY.

Men and women who are well trained in the leading colleges and universities of America are selected for the faculty in Southern College. Mere technical training and experience,

however, are not the sole requisites for membership in the faculty. As this is a school devoted to the principles of the highest Christian education, it is demanded of those who become members of the faculty that they not only possess the higher Christian virtues but also that they daily exemplify these virtues in their lives. It is the purpose of the school to measure up to the highest standard of sane and wholesome religious culture.

STUDENT ACTIVITIES.

All phases of helpful and legitimate college activities are encouraged. It is the purpose of the school to afford training for body, mind and soul under the most helpful direction. Athletic activities, both inter-class and intercollegiate, are maintained and encouraged. For better and more varied exercises of intellectual talents literary societies are maintained under direct supervision of the faculty. There are four of these societies, two for young men and two for young women. Active local organizations of the Young Men's Christian Association and the Young Women's Christian Association are maintained and provided for in the religious life of the college community. Other student activities are a college orchestra, a dramatic club, a newspaper correspondents club, a ministerial club, a brass band, and similar group activities of students.

PROSPECTIVE.

On account of the fact that Southern College is at this time occupying temporary quarters until the new campus and building site may be selected, the school is somewhat handicapped in its work. During this period, however, the friends and patrons of the school are not inactive. Plans have already been formulated and are being daily carried out for the active prosecution of the Christian Education Movement as it applies to Florida. This campaign, when it is completed at the end of the five-year term allotted to it, will have realized for Southern College and Christian education in Florida the sum of one million dollars. Although the definite manner in which this fund will be expended has not yet been decided upon, it is presumed that a major part of it will be used for the erection of an administration building, a dormitory for young men, a dormitory for young women, a library, a science

hall, a gymnasium, and athletic field, and similar buildings and grounds that are needed for a complete and efficient modern college plant. The remaining portion of the fund will be invested as an endowment fund, which will be made permanent by constant additions.

PALMER COLLEGE AND ACADMEMY,

Co-educational.

Wm. M. Kemper, President.

DeFuniak Springs, Florida.

Palmer College and Academy, located at DeFuniak Springs, is the Presbyterian educational institution for Florida. It is controlled by a board of trustees, half of whom are chosen by the presbyteries which constitute the Synod of Florida. Palmer began its first session in the fall of 1907 and is, therefore, now in its sixteenth year.

The institution has grown steadily in the favor of those who know it, in equipment, and in patronage. Two hundred and fifty students have been enrolled in the various departments during the present session. The faculty consists of nineteen men and women.

Palmer is an accredited secondary school, to which she adds the Freshman and Sophomore work of the junior college. Strong courses in music are offered, and a commercial course has been added to meet the demands of the community.

Separate dormitories are maintained for boys and girls, which are comfortable and adequate for their purpose. Both dormitories have been filled during the year. A new administration building—McIlwain Hall—has been added during the past year through the generosity of the friends of the institution.

Palmer receives an annual support fund from the Presbyterian churches of the State.

William M. Kemper is President of the institution.

The Synod of Florida has projected a campaign for $250,000 for her educational institutions, one half of which will be given to Palmer College. The campaign will probably be put on during the coming winter. This fund, together

with the support fund from the church, annually, will be sufficient to standardize Palmer as a junior college, meeting fully the standards set for this grade of institution.

PAN AMERICAN COLLEGE OF COMMERCE.

W. J. Liddy, President.

Miami, Florida.

LOCATION.

The College is centrally located in the business district of Miami, 234 South Miami Avenue, with a private entrance on this avenue. It occupies the second story, front, of the Henderson Building, with 5,000 square feet of floor space, affording a capacity for 200 students. There are fifteen east and south windows, which give excellent light and ventilation. The rooms are exceptionally cool and surprisingly comfortable.

YOUR OPPORTUNITY.

Miami has a population of about 35,000. It is growing rapidly and gaining recognition all over the country as one of the leading commercial centers of the South. This rapid growth has created an intense and steadily increasing demand for bookkeepers, stenographers, secretaries and clerks. It is doubtful if a city can be found that offers more certain opportunities to those who wish to secure positions with good, reliable concerns.

OUR STUDENT BODY.

The student body is composed of young men and young ladies from the homes of our representative business and professional citizens, as well as from nearby cities. Coeducation contributes much to the acquirement of that quality which we call "good manners." It teaches much of the social courtesies and amenities; it stimulates efforts and incites pride in the accomplishment of the class room. Our students are drawn not merely from the homes of affluence and social position but from the homes where parents have been careful in the training of their children and where they have been taught the principles of courtesy, integrity and honor from the beginning.

From the day students matriculate they gain that spirit of activity which develops those qualities that in business life cause them to radiate power and influence.

EQUIPMENT.

No expense is spared to make the equipment of the College complete in every detail. The systems of bookkeeping and shorthand taught are used by the leading schools and colleges throughout the country, and our text books are the latest and best offered by the publishers of these systems. Standard makes of typewriters, billing, adding and duplicating machines, Burroughs complete system, Yawman and Erbe's filing cabinet. Bank posting machine, Victrola to teach typewriting. With its use a rhythmical touch is developed and one acquires remarkable speed unconsciously.

COURSES OF STUDY.

Commercial.—Practical Bookkeeping, single and double entry; Banking, Business Arithmetic, Rapid Calculation, Business Law, Business English, Business Letter Writing, Business Spelling, Penmanship, Office Methods, Practice and Forms.

Stenographic.—Shorthand, Touch Typewriting, Business English, Business Letter Writing, Business Spelling, Penmanship, Office Practice for Stenographers.

Secretarial.—This is the full combined stenographic and commercial course. It is the most complete and best course that we or any similar school has to offer.

Burroughs Machine Bookkeeping.—Straight listing and adding, Bank Bookkeeping, Commercial Bookkeeping.

Burroughs Calculating Machine.—Correct methods of operating machine, practice lessons, wholesale and retail trade, various tables for figuring chain discounts, wheat, oats, corn, rye, steel beams, angles, timber.

Business Spanish.—The pupil is started off with the sounds, and the correct pronunciation is quickly acquired; not only that but the pupil, after becoming familiar with the various sounds, is able to sound a new word for himself and easily reads at sight. The vocabulary work is chosen along commercial lines as much as possible and while grammatical

Spanish is taught, the course has been drawn up along commercial lines more than literary ones.

Translation vocabulary dealing with business terms, business letters, accounting work in the form of giving billing receipts, elementary sums given out in Spanish so that the student may become familiar with the mathematical terms.

Conversation, telegrams, cablegrams, giving quotations, closing deals, remitting money, placing orders, banking terms, business terms, railroad terms, translations and readings from daily news, contracts, deeds, leases, consular invoices, masters' receipts.

About nine months, on basis of six hours per week, devoted to this course will entitle the average pupil to diploma.

SCHOOL SESSIONS.

Day Sessions.—The day school is in session from Monday to Friday, inclusive, excepting legal holidays; two sessions daily, 9:00 to 11:45 in forenoon and 1:00 to 3:30 afternoon.

Night Session.—The same teachers, same courses of study and all the advantages of the day school are offered at the night session. This session is held only on Monday, Wednesday and Friday nights between the hours of 7:00 and 9:00.

TIME TO ENTER.

Students may enter any school day in the year. Each student is following an individual course of study. In consequence the beginner is not embarrassed by being placed in classes, but enters upon his work independent of all others and is charged from the date of entrance.

TALKS BY PROMINENT MEN.

We arrange to have prominent men give short talks to our students on various subjects beneficial to their welfare. These talks are very encouraging to pupils who feel that they have living examples of successful business men to follow. The sound practical advice of men noted for integrity in business dealings and leaders in their respective professions, is of lasting benefit to aspiring enthusiastic students.

EDUCATIONAL REQUIREMENTS.

We require that all students applying for admission shall have completed eight grades of public school work. It is

true that business offers opportunities in most lines of endeavor to the ambitious only, but one must have some educational foundation on which to build in order to successfully complete our courses and enter business with credit to himself and to the school.

An exception to this requirement is made when the applicant has passed public school age. We maintain an Academic Department and in such cases the student is required to devote such additional time to the Elementary subjects as the individual case demands.

When you are ready to take up a vocational training, we want you to investigate thoroughly the opportunities business offers, and take your training in our school.

TIME REQUIRED TO GET DIPLOMA.

No definite time can be stated, it depending to considerable extent upon the capabilities and diligence of the student; but an approximate estimate is in order as applying to the average student. It may, therefore, be stated that with due diligence each course should be completed within nine months.

POSITIONS FOR GRADUATES.

We do not guarantee positions, but our record for the past year shows that less than one-third of the calls received for stenographers, bookkeepers, clerks and secretaries are filled because the demand is away ahead of the supply. The school maintains the enviable record of not a single graduate who wishes to work being unemployed.

ST. LEO COLLEGE.

Rev. John Schlicht, O. St. B., Director.

Saint Leo, Florida.

St. Leo College, the only Catholic boarding college for boys and young men, was founded in the year 1889, and in June of the same year, endowed by the Florida Legislature to confer the usual Academic and other degrees granted by any College in the State. All the instructors identified with the Institution are members of the Order of Saint Benedict.

St. Leo College, which is situated in the hilly districts of Pasco County, can be reached by the main line of the Atlantic

Coast Line Railroad running between Jacksonville and St. Petersburg, Florida. The Seaboard Air Line runs to Dade City, five miles from the College.

The new college building adjoining the St. Leo Abbey has just been completed. This building contains the study halls, a spacious dining hall, libraries, dormitories, bath and lavatories. The auditorium, chemical, physical and biological laboratories, classrooms and amusement halls are still in the former College building. The campus is very extensive and contains baseball fields, a race track, handball, tennis and basketball courts, and outdoor gymnasium. Four hundred yards west of the campus is Lake Jovita, a half mile of whose shore line is on the College property. This lake affords swimming, fishing and boating.

St. Leo's Academic Department offers a graded course of four years of rigid work, equivalent to the standard High School courses: the Classical and Latin-Scientific Courses. It gives the quantitative requirement of fifteen units in the branches that qualify the pupils for beginning the advanced work of the College curriculum. Candidates for admission to this department must have completed the grade school studies. St. Leo's College Department, the Junior College Classic, requires of its candidates for admission to this two-year course, credits requisite for the completion of the Academic Classic Course. The successful completion of these two years, Freshman and Sophomore, will qualify the student for entrance to the Philosophical studies in the Seminary. (The Faculty reserves the right of refusing to open the Junior College classes unless there is a sufficient number of applicants.) St. Leo's Seminary Department comprises a course of two years of Catholic Philosophy and four years of Catholic Theology. Graduates from this department can qualify for ordination to the Catholic priesthood. Students intending to enter upon this course must have completed four years of the Classical Academic Department and two years of the Junior College Classic Department.

St. Leo's Preparatory Department covers the work of the Eighth Grade.

St. Leo's Musical Department.—In addition to the instruction given in Piano, Violin, Organ, and other instruments,

the music pupil is obliged to take up the study of the Theory and History of Music.

OUTLINE OF STUDIES.

FIRST YEAR.

Classical.	Periods.	Latin-Scientific.	Periods.
Mathematics	5	Mathematics	5
English	5	English	5
History	5	History	5
Latin	5	Latin	5
Mod. Lang.	3	Mod. Lang.	3
Religion	2	Religion	2

SECOND YEAR.

Classical.	Periods.	Latin-Scientific.	Periods.
Mathematics	5	Mathematics	5
English	5	English	5
Greek	5	Biology	5
Latin	5	Latin	5
Mod. Lang.	3	Mod. Lang.	3
Religion	2	Religion	2

THIRD YEAR.

Classical.	Periods.	Latin-Scientific.	Periods.
Mathematics	5	Mathematics	5
English	5	English	5
Latin	5	Latin	5
Greek	5	Physics	5
Mod. Lang.	3	Mod. Lang.	3
Religion	2	Religion	2

FOURTH YEAR.

Classical.	Periods.	Latin-Scientific.	Periods.
Mathematics	5	Mathematics	5
English	5	English	5
Latin	5	Chemistry	5
History	5	History	5
Mod. Lang.	3	Mod. Lang.	3
Religion	2	Religion	2
Greek	2		

Periods are of fifty minutes duration.
The Sciences consist of three lectures, and a double period for laboratory.

CONVENT OF MARY IMMACULATE.

Key West, Florida.

COLLEGE PREPARATORY SCHOOL.

Sister M. Honorine, Superior.

Fifty-third Year.

Out of the reach of the noisy bustle of commerce a certain picturesque building, the Convent of Mary Immaculate, rises gracefully above a profusion of palmetto, fig and almond trees. Here, too, grow the date, palm, the sapodilla and the tamarind, mingling their foliage with that of the lime and orange.

AIM.

The Convent of Mary Immaculate, under the direction of the Sisters of the Holy Names of Jesus and Mary, is pre-eminently a Catholic school. Its aim is to educate young women by the growth and discipline of their physical, mental and moral powers. That woman may attain to the ideal of her highest self, that she may be prepared for the larger life stretching beyond the realm of her school life-knowledge and religion must go hand in hand in the formation of her character.

FOUNDATION.

In 1868, at the earnest request of the Bishop of St. Augustine, the Sisters of the Holy Names of Jesus and Mary came to Key West.

In 1870 St. Francis Xavier's School for the education of colored children was opened by the sisters and has always been conducted most successfully.

Finally, in 1881, the Sisters of the Holy Names established St. Joseph's College for white boys.

COURSES OF STUDY.

The entire curriculum embraces Kindergarten, Primary, Intermediate, Grammar, Commercial and Academic Departments.

The Art Department has long been famed for the splendid work done by its students.

The Department of Music aims to meet the demands of students who desire to pursue any branch of music, practical or theoretical. Students aspiring to the honors of graduation must complete the entire course in technique, theory, harmony, counterpoint, and the history of music, and are required to pass a written examination sent by the Board of Examiners of the Detroit Conservatory of Music.

EXPENSES.

For a scholastic term of forty weeks, paid monthly or quarterly in advance.

Board and Tuition, per month	$30.00
Laundering, per month	5.00
Day Students, Elementary Grades	2.50

Day Students, Grammar Grades..... 3.50
Day Students, High School Grades..... 5.00

The three schools are under the direction of twenty-nine Sisters of the Holy Names.

Pupils enrolled at the Convent.....512
Pupils enrolled at St. Joseph's School (boys only)....210
Pupils enrolled at St. Francis Xavier's School (colored) 130

Total number enrolled 852

THE THOMAS INDUSTRIAL INSTITUTE.

J. B. Murphy, President.

DeFuniak Springs, Fla.

DeFuniak Springs, where The Thomas Industrial Institute is located, is a very beautiful little city of about three thousand inhabitants. In the center is one of Florida's most beautiful lakes, a mile in circumference. Around the lake is a driveway, known as "The Circle," on which are located many of the most magnificent homes of the city.

DeFuniak Springs by actual coast survey is the highest point in the State, having an elevation of over three hundred feet above sea level. It has a dry and very healthy climate. The water supply is from artesian wells, about seven hundred feet deep, and is not surpassed in purity. No town has a higher health record.

Morally, DeFuniak Springs is the cleanest and most orderly town in the South. The citizens are noted for their very high moral, intellectual and social standards. All the leading denominations are represented here. The rare intellectual, Christian culture and refinement make DeFuniak an ideal place for the location of a Christian Industrial School. From the school buildings looking westward the lake and the town are in easy view; and looking eastward and southward, green meadows and pine forests greet the eye. The town is mid-way between Tallahassee and Pensacola on the Pensacola and Atlantic Division of the Louisville and Nashville railroad.

This school was chartered in 1913 and built as a memorial to Dr. Hiram Thomas of Chicago, his wife making a liberal donation of land and money for this purpose.

METHODIST SCHOOL.

The school is now the property of the Methodist Episcopal Church, South, and is conducted by a faculty chosen by Trustees, who themselves are appointed by the church. The church makes donations for its support.

The school owns the following equipment: 137 acres of land and buildings, including—

EQUIPMENT.

A main building embracing school rooms, dining hall, girls' dormitory, boys' dormitory and an elementary school building and three cottages give accommodation for seventy-five boarding students. The buildings are supplied with city water and electric lights.

The buildings occupy a prominent position, overlooking the beautiful lake around which the town is built and is one of the most healthful and desirable locations to be found in the community.

The Institution is equipped with modern apparatus as to heat, light and water, tub and shower baths, a large, cool dining room with concrete floors, seating sixty people, kitchen with fine range and pantry adjoining, two pianos and a growing library.

INDUSTRIAL AND ACADEMIC.

While the Institution emphasizes the importance of the vocational work, it has enough of the cultural element in the curriculum to enable its graduates to enter any college or to fill creditable places in the activities of life. The school is ready with a larger faculty to meet a greater demand. Beginning with the primary pupils, the aim of the Institution is to develop the student along special lines for the Freshman or Sophomore Classes of an A grade college or for places of honor and trust.

The Industrial features of the School have never been developed as they should. The farm given by Mrs. Thomas was sold, but another farm of 120 acres has been bought and it is the intention of the Board to develop the agricultural

work of the School. Boys will be given practical instruction in agriculture.

ATHLETICS.

Recognizing the great need of strong and healthy bodies, the exhilaration of out-door sports, and the lessons of clean, wholesome games, the Institution will encourage some branches of athletics. All athletic games will be conducted so as not to materially interfere with the pupils' studies and at the same time will teach them principles of honor and generosity.

DORMITORIES.

The dormitory discipline and system for boys and girls will be positively separate and distinct. The boys and girls will be thrown together in a body at meal hours, recitations, public services and exercises, under the personal care of members of the faculty. Teachers and pupils will live in the same dormitories, eat in the same hall, and enter into the same life. These relations and associations under proper management will develop manliness in the boy and refinement and modesty in the girl.

COURSE OF STUDY.

The courses of study cover the ground from the first grade of a preparatory school through the courses usually offered in Senior High School. The grades from the first through the eighth correspond to similar grades in the State schools with special emphasis on vocational subjects.

The Faculty consists of seven teachers, four in the High School Department.

During the session of 1919-20 there have been enrolled fifty girls and sixty-seven boys.

ENGLISH-CLASSICAL SCHOOL.

Flora L. White, Principal.

705 Swann Avenue, Tampa, Florida.

The English-Classical School, a non-denominational day school for boys and girls, was established eleven years ago.

It is situated one block from Hillsborough Bay, in Suburb Beautiful, at Tampa, Fla.

It embraces all grades from the Kindergarten through the High School, and its graduates are admitted, without entrance examinations, into all Southern colleges.

The school building has study porches upstairs and down. The gymnasium is in the rear of the play ground which is well equipped with modern play-ground apparatus. The school furnishes a complete and thorough course, combined with individual training which insures real development.

The faculty consists of thirteen women and one man. The enrollment for the school year 1920-21 is as follows:

	Girls	Boys
High School	40	17
Elementary	56	45
Kindergarten	26	20
Total	122	82

EDWARD WATERS COLLEGE,

T. C. Johnson, Acting President.

Jacksonville, Fla.

This institution is owned and controlled by the A. M. E. Chuch in Florida and was established in 1882. For the first quarter of a century it had a precarious existence but at present has property along King's Road in the northwestern part of Jacksonville worth perhaps one hundred thousand ($100,000) dollars. There are three large buildings. The school owns six acres in Jacksonville, twelve lots in South Jacksonville, twelve lots in Sweetwater, thirteen acres at Hibernia, and sixty acres at High Springs.

Bishops Arnett, Waters, Salter, and Hurst have played a large part in the development of the institution. Bishop John Hurst, who is now serving his third quadrennium in Florida, is ex-officio Chancellor of the school. On his shoulders falls the chief responsibility for the raising of the money required to run the College, but he has the A. M. E. forces so well organized and has stirred up such a great interest in education that it is an easy task to raise about forty thousand ($40,000) dollars a year for the school. This is exclusive of the fees paid by students, which will easily exceed twenty thousand ($20,000) dollars.

There is a faculty of twenty-five teachers. Two-fifths of these have been educated in several of the best colleges and universities in the country.

This year we have seven hundred students, three hundred of whom are boarding students, mostly of Florida, but some from other states, viz., Georgia, South Carolina, New Jersey, and Pennsylvania. The other four hundred are day students.

We have the following literary departments:

Theology, with twenty-six men and two women; College, three men; High School, one hundred boys and one hundred and fifty girls; Common School, one hundred and forty-eight boys and two hundred and seventy-five girls. We also have a music department in which there are seventy-five piano students and fifty taking voice culture. We also have a college orchestra of twelve pieces. We have a Domestic Science Department in which all high school girls take either cooking or sewing. Some take both cooking and sewing. In addition, we have a good Printing Department and an excellent Tailoring Department. Carpentry and Gardening are also taught, every high school boy being required to take an industry. We have an excellent Commercial Department in which fifty-one students are enrolled at present.

DAYTONA NORMAL AND INDUSTRIAL INSTITUTE

FOR NEGRO GIRLS,

AND McLEOD HOSPITAL AND TRAINING SCHOOL

FOR NURSES.

Mary McLeod Bethune, Principal.

Daytona, Florida.

An undenominational Normal and Industrial School for Negro girls, founded in 1904 by Mary McLeod Bethune, with $1.50 in money and unlimited faith in God.

OBJECT.

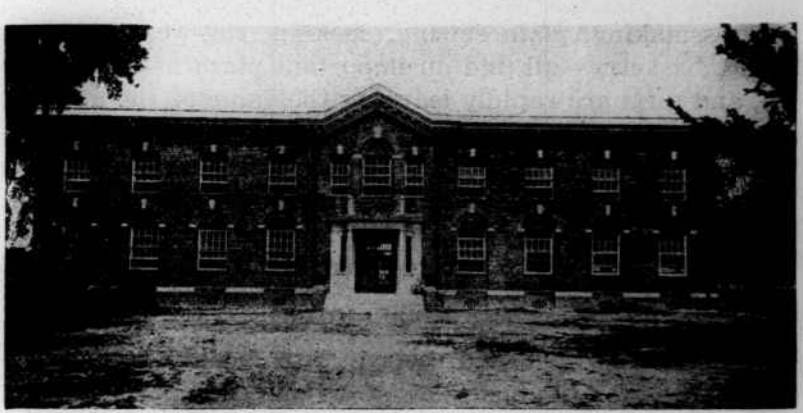
To train students to become strong, useful Christian women; to train teachers; and to give to each girl a vocation

by which she may be self-supporting and help to improve the community in which she lives.

GROWTH.

The enrollment has steadily increased, and we have at present 315 students from 23 counties, distributed as follows:

Kindergarten	20
Primary Department	62
Grammar Department	158
High School	75
Total	315



Daytona Normal and Industrial Institute.

The school continues to develop under the capable management of its distinguished Board of Trustees and Advisory Board of ladies of both North and South.

ACADEMIC DEPARTMENT.

Supervisors and a host of visitors have noted the increased efficiency on the part of teachers and students in this department. Great care is taken to train the students in a thorough, practical manner.

TEACHER TRAINING.

A good course in child-study, history of education and methods of teaching is given. Frequent opportunities for practice teaching, under an efficient critic teacher in kindergarten, primary and grammar department, in sewing-room,

cooking department and in home-crafts, serve to prepare the pupil teachers for the work so much needed in the rural districts, of training head, hand and heart. Several of our graduates are serving the State as teachers.

BUSINESS COURSE.

The business course is short and practical. One of the best evidences of the value and importance of this course is the fact that our own bookkeeper was trained in this department and has been rated high by the expert accountants who have recently examined her work.

INDUSTRIES.

Dressmaking, plain sewing, cooking, rug-weaving, chair-caning, basketry—all find an important place in our curriculum, and girls are rapidly learning the value of the ability to do things with their hands.

Our new brick laundry, erected since our last report through the generosity of our good friends, is equipped with the modern conveniences and has been of enormous service in training our girls to work systematically and intelligently.

THE MODEL HOME.

A neat, well-furnished cottage with modern supplies and conveniences for the operation of a family home serves as an example for all the students, and all of them are given thorough and frequent lessons in the keeping of this home. Thus, they are being taught how to be model home-keepers.

OUR RELIGIOUS WORK.

It is our object to give a thorough religious training. One great need of our people, beyond doubt, is Christian leadership. We are endeavoring to teach an every-day, practical religion. The Bible is prominent in every department of our work. It is the guide of our lives. We feel more keenly than we can express the necessity of preparing the girls entrusted to our care for the great religious duties of life.

Each year a class of girls graduates from the National Sunday School Teacher Training Course and is sent out to serve in the churches and Sunday Schools of their communities.

The Young Woman's Christian Association continues its work of helpful activity in the school and in the community.

Its highly spiritual influence is apparent in the development of the Christian character of our students.

THE FARM.

We have been blessed with extraordinary success on our school farm. Cabbages, lettuce, beets, peas, carrots, turnips, celery, rutabagas have been raised in great abundance; the girls doing a large share of the work of production. Tourists declared that our vegetables were the finest that they had seen in Florida.

A modern poultry yard in which our girls are trained to raise chickens, geese, ducks and pigeons is the latest addition to our beautiful farm.

EXTENSION WORK.

Tomoka Mission.—The little mission work of the turpentine camp at Tomoka, six miles away—a work in which the little neglected children are taught to be clean and honest; to sing, to sew, to sweep, to play, is still very dear to our hearts. Like mercy it blesses those that give and those that receive, for while the little children are helped, the girls of our Senior Class who accompany us and help in this way, receive real inspiration for service and realize the great need for trained teachers and workers among our pepole.

PARK AND PLAY GROUND.

One of the greatest blessings that has come to our community is the large park which we have opened for the healthful recreation and wholesome amusement of the girls and boys, the young men and women of the community. Here, interesting games of baseball, tennis, basketball, etc., are enjoyed as never before by the Negro youth of this community.

COMMUNITY LIBRARY.

Nestling among the moss-covered trees in a beautiful little cottage opposite White Hall, is our new Library. Here, opportunities are given the community folk to read and study the volumes provided by the Institution. A trained worker is always present to give advice and to help in the selection of books.

McLEOD HOSPITAL AND TRAINING SCHOOL FOR NURSES.

The McLeod Hospital, under the management of the Normal and Industrial Institute, continues to afford valuable op-

portunities for the training of young Negro women to give good service in caring for the sick wherever opportunity is presented.

The course of instruction covers three years. The theoretical knowledge is obtained from lectures, demonstrations and classes.

The practical experience in medical, surgical, gynaecological nursing and that in the care of children is gained in the wards of the hospital. Our hospital contains 25 beds, and there are seven young women in training under a registered nurse.

RESULTS.

Excellent reports from our graduates and former students show us that our labors have not been in vain. In the public schools of the several cities of our State and in some of the rural districts our graduates are teaching acceptably. As laundresses, cooks, general workers, they are rendering efficient service. Our trained nurses are, as one woman wrote us, "a comfort and a blessing" in many communities. As we go into the neat, well-kept homes of those who have married, and note the care with which their children are being reared, we feel that we are indeed helping to give good, useful citizens to our State and to our Country.

Therefore, honored Sir, we would respectfully ask you, whenever the opportunity presents itself, to use your influence to have whatever help we may be entitled to, given us to further strengthen and improve the work that we are striving to do for God and our State.

FLORIDA MEMORIAL COLLEGE.

A. C. Curtright, President.

Live Oak, Florida.

Florida Memorial is located at Live Oak, Suwannee County, Florida. It is about midway between Tallahassee and Jacksonville. The school was chartered in 1873 by the Bethlehem Baptist Association, and for a number of years, this Association was largely responsible for the support of the school. In 1916 the school was taken over by the Gen-

eral Baptist Convention under the charter name—Florida Memorial College.

OBJECT.

The Charter, in Article 2, Section 1, states: "The general nature and object of the business to be conducted by this corporation shall be to establish, conduct and operate a school and college for scientific learning, religious and theological training, which shall include music, art, science, literary and manual training, and all branches of study which may be necessary or incident to a full and complete education."

Some of the work listed in the charter is not now being attempted because of our lack of facilities and money. The management of the institution thinks it better to do well what is attempted than to attempt too many things.

ORGANIZATION.

The organization of the school embraces the following courses: Normal School, College Preparatory, Teacher-Training and Divinity. Instruction is also given in music, household economics, etc.

The chief purpose of the Teacher-Training course is to train teachers for the public school. Realizing the fact that an urgent necessity for the public school for our people is better trained teachers, the administration of Florida Memorial College is putting forth strenuous efforts to fill that necessity, and most earnestly craves the co-operation of the State Superintendent, County Superintendents and all others of influence in helping to make this course a real benefit to the public schools of the State. We shall appreciate any suggestions and constructive criticism, and shall do all in our power to increase the effectiveness of the schools among our people by supplying better teachers for them.

FACULTY.

The faculty consists of eleven teachers, four males and seven females, and come from some of the best schools of the country. For the most part they are faithful and earnest, and seek to help, not only in the class room, but they are active in the student organizations, and in the life of the school in general.

ENROLLMENT.

The enrollment of the school is steadily growing. Our students come from all over the State, from Georgia, Tennessee and Alabama. The enrollment is divided as follows: Normal and Sub-Normal, 65; Grammar School, 175; Primary, 60, and Divinity, 12.

COST OF BOARD AND TUITION FOR ACADEMIC YEAR.

Board, including room rent, light, fuel, etc.	$107.00
Tuition for Grammar and Normal	13.00
Tuition for Primary	9.00
Household Economics (Special)	12.00
Divinity	Free

All bills are payable in advance.

CONDITION OF PLANT.

The following buildings are on the campus: Founders' Hall, a two-story frame structure containing kitchen, dining room, reception room, and dormitory for girls; Bethlehem Hall, girls' dormitory; Scranton Hall, boys' dormitory; Administration Building, containing offices and class rooms, library and chapel; a laundry, and the President's home, "The Oaks." These buildings have all been repaired within the past two years. A conservative estimate of the value of buildings, etc., is $50,000.

STUDENT ORGANIZATIONS.

The student organizations are as follows: Literary Society, Y. M. C. A., Y. W. C. A., B. Y. P. U., Young Men's Model Association, Young Women's Model Association, Missionary Society, and Athletic Association. Most of these organizations are for the religious development of the students, and many problems of practical Christianity are worked out here in the community.

The athletics of the school are under the supervision of the faculty, and in this way the bodies of the students are developed as well as their heads and hearts.

RELIGIOUS WORK.

Great stress is put upon the religious education of those who matriculate here aside from the different organizations.

There is a course for ministers and under the supervision of a competent instructor teachers are trained to work in the Sunday schools in whatever community their lot may be cast. Prayer meeting is held once each week, a revival is held once each year, and for the past two years every student in our boarding school has been won to Christ.

ENDOWMENT.

The school is greatly hampered for lack of endowment, and because of uncertainty of income. It is dependent for its maintenance upon funds collected through Baptist churches, associations, conventions, and individual gifts.

A FORWARD LOOK.

The management of Florida Memorial College is determined to make the college a more potent factor in the State than ever before. Its object is to prepare teachers and ministers whose training in every year at the college is buttressed about by the teachings of God's word. We feel that such leaders going out into the different communities to teach and to preach will undoubtedly have a salutary influence upon the lives of the people of the community.

FESSENDEN ACADEMY AND INDUSTRIAL SCHOOL

FOR NEGRO YOUTH.

H. S. Barnwell, Principal.

Fessenden Academy, Marion County, Fla.

In 1895, Mr. F. S. Fessenden, after whom the school and postoffice have been named, came from Boston, Mass., to this section for his health. While here he became very much interested in Negro education and proved this interest by making improvements of the school facilities. It was largely through his own purse that there was erected a modern, two-story building. This was well fitted with school appointments needed to make teaching more effective. He then had a home established for the teachers and donated a campus of ten acres and interested himself to see that competent teachers served the school. It was after his death in 1898 that the property was deeded to the American Missionary Association.

The school has grown rapidly and gives promise of becoming one of the largest institutions of its class, serving the needs of the colored youth.

OBJECT.

The aim of the school is to teach young people to respect themselves and to respect others, to form true ideas and correct habits of living; to train them to become strong, useful Christian men and women, to give each an opportunity to learn a vocation which will fit them to fill with honor and proficiency the practical and responsible places in the homes and the various communities where they may live.

LOCATION.

Fessenden Academy is located in the central part of Florida. The elevation is very good, with perfect and natural drainage. Fessenden Academy is on the Atlantic Coast Line Railroad, one mile south from Martin, Florida, the railway and express station for the institution.

ENTRANCE REQUIREMENTS.

For membership in this school applicants must have good moral standing and show testimonials certifying class standings, and if from a recognized school will be admitted without further examination.

Students' records falling below 75 per cent. in any subject are deficient.

All failures and conditions must be removed before entering an advanced grade.

A condition is removed by passing with credit a special examination.

DEPARTMENTS OF THE INSTITUTION.

Academic Department comprises the Primary, Intermediate and High School.

Domestic Science Department.—Equipment and care of kitchen, planning, cooking and serving simple meals and directing banquet functions and acting in the capacity of matron.

Domestic Art.—Planning of materials, color schemes, cost and care of clothing, cutting, making and repairing of old garments and embroidering.

Music Department.—Purpose of this department is to train students to serve efficiently and effectively in the Sunday schools, churches and communities.

Agricultural Department.—Study of major field crops of the South, plant and its growth, soil cultivation, animal industry, fertilization, rotation of crops, poultry raising, feeding and rations of animals. Laboratory and field exercises are connected with the course of study.

RELIGIOUS AND LITERARY ORGANIZATIONS.

The Young Men's and Young Women's Christian Associations are conducted by students of the institution. They have their meetings every Sunday afternoon and their various committees have done much to help the people in the community.

The Christian Endeavor meetings are held every Sunday evening, led by teachers and students.

The Sunday School Teachers' Training Class affords opportunities for real Christian service in the communities. A systematic course of Bible study is given not only in this class, but in all of the grades of the institution.

The Beard Literary Society holds its meetings every Friday evening. At each meeting a program is rendered, consisting of debates, orations, essays, reading, and the study of the lives of the old and modern authors.

The Music Club meets the fourth Saturday afternoon in each month. The idea is to give students a rudimentary knowledge of music and brief histories of the construction of different instruments and lives of the prominent composers.

The Athletic Club.—The girls and boys spend five forty-five minute periods weekly in outdoor games, each under separate supervision.

ROBERT HUNGERFORD NORMAL, HIGH AND INDUSTRIAL SCHOOL.

M. C. Calhoun, Principal.

Eatonville, Fla.

The Robert Hungerford Normal-High Industrial School was founded 23 years ago by the late Russell C. Calhoun.

The work of the school is divided into three main departments, viz: Academic, Mechanical and Agricultural.

Classes in the Academic Department range from the Kindergarten up through the Senior High School, being twelve grades in all.

In the Mechanical Department, systematic instruction is offered in Carpentry, Wheelwrighting, Blacksmithing, Shoemaking, Tailoring, Printing, Painting and Glazing.

In Agriculture, the main work consists of diversified truck-gardening.

The total number of students enrolled is 119, 47 of whom are boys. The number of teachers employed in all departments is 13.

The school owns 350 acres of land and 12 buildings, large and small.

The graduates of the school settle mostly in the South, though quite a few make their homes in the North. At least 90 per cent. follow the trades which they learned here at school, or become efficient teachers, or leaders in their communities.

The length of the school term is eight months. The State provides one teacher for not more than seven months. Otherwise, the school derives its principal support from philanthropy.

CHAPTER XII.

SAMPLE EXAMINATION QUESTIONS AND ROSTER OF HOLDERS OF VALID CERTIFICATES.

This Chapter is practically divided into two distinct parts: Samples of Examination Questions used by the State Board of Examiners during the past two years, and a Roster of all living holders of valid certificates.

STATE BOARD OF EXAMINERS.

The following is a brief summary of the duties of the State Board of Examiners in regard to examinations. This Board is to be composed of three eminently successful and well qualified teachers. Its duties are to prepare all examination questions; to personally conduct all teachers' examinations; to grade examination papers and to report weekly to the State Superintendent the names of the examinees with the grades made on each subject and the grade of each certificate merited; it is also required to make the examination questions practical, with a view of testing teaching ability rather than memory of specific facts, and to make the examinations as uniform in the conduct, in the grading, and in the question tests as may be possible.

ROSTER OF LIVING HOLDERS OF VALID CERTIFICATES.

Section 21 of Chapter 7372, the Examination and Certification Law, makes it the duty of the State Superintendent to issue all certificates as recommended by the State Board of Examiners, as well as to issue other certificates provided by law, and to keep a stub record of each certificate and to publish in his Biennial Report a roster of living holders of valid certificates.

SAMPLE EXAMINATION QUESTIONS.

These questions will now be given in the order of the grade, headed by the legal requirements for each certificate.

PRIMARY CERTIFICATE.

Requirements for.—"A primary certificate shall be issued to any eligible applicant meeting the following requirements: First, who presents satisfactory evidence of having received either special instruction for one year or more in primary methods and practice teaching in a recognized normal school, or its equivalent; Second, who passes an oral and written examination on reading, arithmetic, English grammar, composition, geography and United States history, and makes an average grade of 80 per cent., with a grade on no subject below 60 per cent.; Third, who makes an average grade of 80 per cent., with a grade on no subject below 60 per cent. upon the following subjects, as they relate to primary teaching, nature study, drawing, manual training, school singing and the elements of psychology. A primary certificate shall be valid for teaching only in the first, second or third grade of regular graded schools of four teachers or more, and shall be valid for only four years, except as otherwise provided in this Act."—Sec. 7, Chap. 7372.

READING.

1. Some educators say: "Read only one or two readers in the first grade;" others say: "Read ten or fifteen." State fully your position on this question. Justify your position.
2. Discuss the following in their relationship to learning to read: Spelling, story-telling, dramatization.
3. Describe in full your method of teaching beginners to read.

ARITHMETIC.

1. From the difference between 7/8 and 1/16 of my money I first gave 1/13 of the remainder and had $6 left. How much money did I have at first, and what did I give away?
2. Explain thoroughly how addition, subtraction, multiplication and division should be taught to pupils to whom each topic is absolutely new.
3. Explain what knowledge of fractions a child should have at the end of the second year (grade), and how he can best be taught fractions to that point.
4. From the list price on a hat discounts of 25% and 20% were allowed in succession, the hat finally selling for $9, what was the list price? If the hat cost $8, how much percentage above that cost was the first price charged?
5. Find the simple interest on $750 for 3 yrs. 6 mo. at 6%.

GRAMMAR.

1. Distinguish by *definition* and *example* between: rise, raise; sit, set; lie, lay; shall, will; learn, teach.
2. Illustrate *four* uses of a relative pronoun; *three* uses of a clause.
3. Give the active, passive, emphatic, progressive and interrogative forms of the verb *set* in the indicative mode, past tense.

4. Classify as to form and use, then diagram or analyze the following sentence: "When they come to the five-rail fence where the brook runs out of the field, the question is, over or under?"
5. Parse these words taken from the above sentence: come, five-rail, where, runs, under.

COMPOSITION.

1. Make a lesson plan for teaching *oral* composition in the *second* grade, and one for teaching *written* composition in the *third* grade.
2. What is the *first* essential of expression? The *second?* Name and define the *three* essentials of every *complete* sentence.
3. Define the *terminal* marks of punctuation and illustrate each.
4. Give an example of each of the following *types* of sentences: simple, complex, compound, compound complex, imperative, exclamatory, interrogative, loose, periodic, balanced.
5. Define the four forms of discourse and write a brief paragraph of each.

GEOGRAPHY.

1. Outline a plan for teaching the home geography of place where you teach to the grade you teach, specifying each.
2-3. Draw an *outline* map of the United States of America, locating *five* large cities, *five* large lakes, *five* large rivers, a mining section, a forest section, a cotton section, a wheat section, the citrus fruit sections.
4. What countries border on France? Name and describe two cities, two rivers. Name some arms of the ocean that touch it. Tell something of its industries.
5. Outline the knowledge that a third grade child should have about the United States.

HISTORY.

1. Tell the story of the settlements at Jamestown and at Plymouth as you would tell it to first grade children.
2. What events in Florida History would you tell the children in the grade you teach? Tell a story in Florida History as you would use it for that grade.
3. Tell three of the wars in which the U. S. has engaged, naming the countries fought in each, the leading general on each side, the decisive battle, and the results.
4. Explain the World War as you would to children in the second grade.
5. Name the last five presidents of the U. S., tell to what party each belonged, and name an important event in the administration of each.

NATURE STUDY.

1. Tell what is the purpose of Nature Study teaching in the primary grades, illustrating how the aims are accomplished.
2. Give the life history of the mosquito; of the toad. Use some drawings.

3. Draw a flower, showing the distinctive parts. State the functions of each part.
4. Give an explanation, suitable to children, of rain, ice, snow. Make a story accounting for one of these.
 Or, give a lesson plan for instruction about a harmless insect.
5. State the value of birds, telling something of their life, work and enemies. Why should we study about snakes?

DRAWING.

1. Name the *three* primary colors and the combinations which will make *three* other colors.
 In what ways may the study of art in the public schools become of *commercial* value?
2. How may drawings be of *value* in the study of geography, history, physiology, botany, zoology?
 Make drawings *applicable* to each of these studies.
3. Name *five* geometric solids and illustrate *mass* drawing by making a group of these objects.
4. Illustrate how to teach the *two simple* elements of perspective. Give some valuable thought on *interior* decoration.
5. Draw a small landscape. Sketch a figure or head from life or memory. Pencil outline.

MANUAL ARTS.

1. Explain briefly the use you would make of construction work in the primary grades, and with what subjects you would correlate it.
2. How may Paper-Cutting be made helpful in the study of Home Decoration, Millinery and Dressmaking?
 Why should the making of articles go along with paper-cutting?
3. Make a drawing showing how a reed basket is begun, also one showing how the basket is finished.
 How did the Indians secure their colored materials for basketry?
4. Illustrate skeleton drawing. Make drawings illustrating how borders may be made from fruit shapes.
5. Make drawings showing *how* the paper should be folded and cut for at least *five* articles you would have the children learn to make.
 Complete these articles and file with your manuscript.

PSYCHOLOGY.

1. If *play* is a valuable educational agency, what should be the teacher's *attitude* toward the play of children?
 Of what value to the teacher is the observation of children's play?
2. State *three* significant reasons for a careful study of instincts by teachers.
 Make *four* criticisms of general educational practice in utilizing instinctive tendencies.
3. Compare children and adults as to *ability* in memory.
 Explain the physical basis of memory.
 What constitutes a good memory?

4. What constitutes personality?
 Analyze the differences in the reasoning power of the *child* and the *adult.*
5. What is the difference between a memory image and one of a purely imaginal sort?
 What can be done to secure to the child a good line of *usable* images?

SAMPLE EXAMINATION QUESTIONS

FOR THIRD, SECOND, AND FIRST GRADE CERTIFICATES.

Legal Requirements for:

Third Grade.—"Any eligible applicant passing a satisfactory oral and written examination on orthography, reading, arithmetic, English grammar, composition, geography, United States history, physiology and Theory and Practice of Teaching, and making an average grade of 70 per cent., with a grade on no subject below 50 per cent., shall receive a third grade certificate valid for one year from date of issue."—Sec. 8, Chap. 7372.

Second Grade.—"Any eligible applicant passing a satisfactory oral and written examination on the subjects prescribed for a third grade certificate and on agriculture and civil government, and making an average grade of 80 per cent., with a grade on no subject below 60 per cent., shall receive a second grade certificate valid for three years from date of issue."—Sec. 9, Chap. 7372.

First Grade.—"Any eligible applicant passing a satisfactory oral and written examination on the subjects prescribed for a second grade certificate and on physical geography and algebra, and making an average grade of 85 per cent. with a grade on no subject below 60 per cent., shall receive a first grade certificate valid for five years from date of issue except as otherwise provided in this Act."—Sec. 10, Chap. 7372.

ORTHOGRAPHY.

1. (a) Distinguish between the following words and illustrate their uses in sentences:

affect	right	painting	vanquish	invent
effect	rite	picture	conquer	discover

 (b) Form and define adjectives with the following syllables: *en, ish, eous, ile, let.*
2. (a) Form and define words with the following affixes: *ment, ly, con; de, ab, ty, pre, inter, se, bene.*
 (b) Define and illustrate primary and secondary accent.

3-4. List of words to be spelled:

enfranchise.	hierarch.	tranquillity.	intercede.
lurid.	utensil.	sphinx.	glamor.
mercenary.	tyrannize.	preferred.	heinous.
chargeable.	eulogize.	supersede.	wizard.
liturgy.	aristocracy.	secession.	scintillate.

5. Oral.

READING.

1. Give in outline, the essential points in a method of teaching pupils to read with expression. What are the ends to be obtained by *silent* reading in the grammar grades? Explain your method of giving the proper training in such reading.
2. What are some of the advantages of dramatization? Some of the disadvantages? Select a classic and outline a plan for dramatization, discussing means, methods, and characters.

3-4-5. Oral.

ARITHMETIC—SECOND AND THIRD GRADES.

1. Of the distance between two towns, A walked 5/12 in one day, 1/3 the second day, and 1/2 the remaining distance the third day. If he still had 20 miles to walk, how far apart are the towns? (Do not use x in your solution.)
2. The *product* of three numbers is the *sum* of 292.40915 and of 80 and 872 ten-millionths. One of the numbers is 4.65, the second is 4 hundred and 4 hundredths. Find the third.
3. Find the difference in the cost of the posts required to divide into four equal parts, commencing in the center, 2464 sq. rods in the form of a circle, the posts being placed one rod apart, and costing 18c each, and of dividing similarly a square containing 3136 sq. rods.
4. If by selling goods at $588, a gain of 16 2/3 % is realized, what would be the per cent. lost by selling the same article at $441?
5. Find the principal, when the interest for 6 mos. and 12 days, at 6%, is $1005.66.

 Find the difference in time between two towns distant from each other by 33 degrees, 44 minutes, 30 seconds.

ARITHMETIC—FIRST GRADE.

1. After losing 1/3 of his money, A lent B 1/5 of it, sent C 1/7 of the remainder, and D 2/3 of what was then left. He then had $500. How much had he at first, and what did he dispose of each time? (Do not use x in your solution.)
2. A copper bar 57 and 57 ten-thousandths inches long, with a cross section or base 23.001 sq. in. in area, is melted and remoulded into a bar one hundred ninety and nineteen thousandths inches long. Find the area of the cross section.
3. Find by the fractional part method the value of 12.1 sq. yds. of city real estate worth $40,000 an acre. A piece of farm land of 20 times this area in the form of a square has fenced off in one corner in the form of a square 1/4 the full area. Find the cost of fencing completely both squares with a fence 4 ft. high and costing 40c a square ft.; of fencing a circle the size of the larger square.
4. A, B and C invested the following amounts in partnership: A, $2,000 for 6 mos.; B, $3,000 for 5 mos. and $2,000 for 1 mo.; C, $4,000 for 2 mos. and $750 for 4 mos. B and C withdrew parts of their investment at the time specified and the same amounts

were borrowed from the bank. After paying all expenses, including interest due bank, how should the net profit of $12,000 be divided?

5. A number of 5% U. S. bonds were held a number of years and sold at 87 3/8. The bonds were bought at 107 1/8, but counting the interest drawn on the bonds, the gain was $2200, after allowing 1/8% brokerage on each investment, whereas there would have been a corresponding loss had interest not been considered. Find the number of bonds, their par value, amounts invested and received, and prove your answer.

GRAMMAR—SECOND AND THIRD GRADES.

1. Write a sentence containing each of the following words in the possessive case, plural number: *I, who, it, thief, ox, man-servant, fox, dwarf, maid-servant, son-in-law.*
2. Illustrate six uses of the infinitive phrase *to give.*
3. Illustrate: passive voice, auxiliary verb, irregular verb, transitive verb, collective noun, noun clause, adjective clause, adverbial clause, compound personal pronoun, coordinate conjunction.
4. Classify as to form and use, then diagram or analyze the following sentence: "It is impossible to be a good poet, unless you are first a good man."
5. Parse these words taken from the above sentence: *impossible, poet, unless, first, man.*

GRAMMAR—FIRST GRADE.

1. State the meaning of classification, inflection and syntax as applied to grammar. Classify and give correct use of conjunctions.
2. Illustrate *five* uses of the noun clause.
3. Give a *complete* synopsis of the verb *take.*
4. Classify as to form and use, then diagram or analyze the following sentence: "Let us hope that future generations, when they remember the deeds of heroism and devotion done on both sides, will speak not of northern prowess or southern courage, but of the heroism, courage and fortitude of the Americans in a war of ideas."
5. Parse these words taken from the above sentence: *Let, hope, done, or, ideas.*

COMPOSITION—SECOND AND THIRD GRADES.

1. Illustrate the punctuation points *within* a sentence. Explain the uses of *terminal* marks of punctuation.
2. Quote *two* stanzas of poetry and give the author, or you may substitute some original verses.
3. Write a brief telegram, giving an important message in ten words or less. Explain this message in a letter to follow the telegram.

4-5. Define the four forms of discourse. Write a brief paragraph of *two* of these forms.

COMPOSITION—FIRST GRADE.

1. What is a figure of speech? What is the result of the proper use of figures of speech? Which do you consider the *three* leading figures of speech? Give an example of each.
2. Discuss briefly "Good Usage of Words."
3. How can the school be made a social center for the community? What line of work could be taken up for the betterment of the community?

4-5. Define the four forms of prose discourse, and write a paragraph of each.

GEOGRAPHY.

1. Briefly state how river valleys, mountains and islands may have been formed. How are the zones determined?
2. Explain fully what night is. Why is it not dark at once after sunset? Would twilight be longer or shorter in a place north of us? Why?
3. Define and give one example of each of the following: (a) glacier, (b) isthmus, (c) cape, (d) volcano, (e) river system, (f) peninsula.
4. What are the occupations of the people of the different sections of the United States? How have these occupations been determined?
5. Locate definitely: Corsica, Vienna, Petrograd, Antwerp, Vladivostock, Winnipeg, Trieste, Java, Madeira Islands.

UNITED STATES AND FLORIDA HISTORY.

1. Name one or two (if there are two) of the *earliest* settlements made by each within the present limits of the U. S.: Spanish, French, English, Dutch. Give an account of one of these in Florida.
2. Write briefly on each of the following: Salem Witchcraft, William Penn and the Quaker Colonists, Oglethorpe and the Debtors, De-Soto in Florida.
3. Tell definitely: How America won independence from England; how the Union was formed.
4. Name five wars in which the U. S. has been engaged since 1789; tell with whom each was fought, the causes, results, decisive battle; tell Florida's part in two of them.
5. Tell what has been the position of each of the following parties since 1789—Federalist, Democratic, Whig, Republican—on two (for each party) of the following issues: State's Rights, Tariff, U. S. Banks, Free Silver, Civil Service Reform. Name four campaigns which a different one of the four issues has entered, and give the results of each campaign.

PHYSIOLOGY.

1. Discuss the veriform appendix. What is the function of the skeleton? Describe the veins, the arteries and the capillaries.
2. Discuss the stomach under the following topics: (a) location, (b) lining, (c) its two motions, (d) its secretion.
3. Give the general description of a muscle. Why are they in pairs? About how many muscles are there in an adult?

4. Name and describe fully any two of the special senses. Why are we sensible to pain? Distinguish between sensory and motor nerves.
5. Describe fully the composition and the growth of the hair, the nails and the teeth. What is the function of the sebaceous glands?

THEORY AND PRACTICE—SECOND AND THIRD GRADES.

1. Define method as applied to teaching and tell why one method cannot be applied to all teaching.
2. What is meant by heredity? What relation does heredity have to the formation of habits in children?
3. Name and describe fully, three methods of conducting recitations. Which do you prefer, and why?
4. Make a daily program of studies for the grade you teach. Distinguish between program and course of study.
5. How would you maintain discipline? What would you do with a rebellious child?

THEORY AND PRACTICE—FIRST GRADE.

1. Define these terms: objective, subjective, analysis, synthesis. Distinguish fully between the mental and the environmental.
2. Explain fully the difference between being fatigued and feeling tired.
3. Discuss the following traits of children: self-assertion, imitation, play, curiosity, constructiveness.
4. How may the feelings be controlled and cultivated? Distinguish fully between desirable and undesirable feelings.
5. Discuss the essentials of a good lesson plan under the following topics: purpose, method, subject matter, special devices.

AGRICULTURE—FIRST AND SECOND GRADES.

1. Discuss of soil the following: what it is, how made, what produces fertility, how lost fertility may be restored to soils.
2. Discuss preparation of soil with regard to spring and fall plowing, and the use of the following: green manures, lime, phosphoric acid, potash.
3. Name three staple crops grown in your section (specifying locality), and for one of them tell in full the manner of cultivation.
4. Discuss your section as a possible stock-raising section. Tell definitely some of the best methods used by successful stock-raisers for improving quality of stock and increasing money returns.
5. Give completely, but briefly, definite directions for success in growing profitably some kind of fruit trees.

CIVIL GOVERNMENT.

1. What is government? Why is it necessary? Name two forms of government and distinguish between them.
2. Name and define the three departments of the national government. What is the chief executive officer called?
3. How many justices compose the Supreme Court of the United States? Name two other inferior courts.

4. What is the President's Cabinet? Of how many departments does it consist? Which of these departments is the most important? Why?
5. What is suffrage? What is woman's suffrage? What amendment to the Constitution is before the people of the states at present? Has it passed?

PHYSICAL GEOGRAPHY.

1. Discuss springs under the following topics: cause, location, hot, cold, mineral, perennial, intermittent.
2. What are icebergs? Where are they found? How are they formed? In what part of the Atlantic are they numerous and why?
3. Discuss air in motion under the following topics: wind, storm, cyclone, tornado, hurricane, trade winds, moonsoons.
4. Discuss plains under the following topics: formation, location, economic value. Illustrate.
5. Why, and how, does temperature change above and below the surface of the earth?

ALGEBRA.

1. Divide by $(x^2-12x+36)$ the product of $(x^2-11x+30)$ and $(x^2-2x-24)$.
2. Find the value of: $\frac{2}{x^2-15x+54}-\frac{1}{x^2-36}+\frac{3}{x^2-3x+36}$

 Assuming $x=8$, check your answer with the value of this example.
3. Find the value of x: $(x-2)^2-5(x-2)=24$.

 Find the sum of all the numbers from 1 to 25, beginning 1, 4, 7, the difference being uniform.
4. The sum of the two digits of a number is 9; if 27 be subtracted from the number, the digits are reversed. Find the number.
5. The sum of the squares of two numbers is 34; if to the sum of the numbers is added twice their product the result is 38.

Find the square root of: $x^4+x^2+\frac{1}{x^2}+2x^3-2x-2$.

SAMPLE EXAMINATION QUESTIONS.

FOR SPECIAL AND STATE CERTIFICATES.

Legal Requirements for:

Special Certificates.—"Any eligible applicant presenting satisfactory evidence of possessing ability to teach one or more subjects not embraced in the requirements for a second grade certificate, and passing a satisfactory oral and written examination on one or more subjects, shall receive a special certificate on every subject on which a grade of 90 per cent. is made. A special certificate shall be valid for teaching only the subjects covered by it and for five years from date of issue."—Sec. 11, Chap. 7372.

State Certificates.—"Any eligible applicant presenting satisfactory evidence of having taught successfully twenty-four months in all, and passing a satisfactory oral and written examination on geometry, trigonometry, physics, botany, zoology, Latin, rhetoric, English literature, psychology and general history, and making an average grade of 85 per cent., with a grade on no subject below 60 per cent., shall receive a

state certificate valid for five years from date of issue, except as otherwise provided in this Act."—Sec. 12, Chap. 7372.

GEOMETRY.

1. If the line that bisects the base of a triangle at right angles passes through the vertex, the triangle is isoscoles.
2. An angle between two chords that intersect within a circle is measured by one-half the sum of the intercepted arcs.
3. The perpendicular from the right angle of a right triangle divides the hypotenuse into segments proportional to the adjacent sides; either side is a mean proportional between the whole hypotenuse and the adjacent segment.
4. If from a point without a circle a tangent 8 inches long is drawn to the circle, and the external segment of a secant from the same point is 4 inches long, what is the diameter of the circle?
5. The volume of a sphere equals 1/3 the product of the total surface by its radius.

TRIGONOMETRY.

1. Prove: $\sin^2x+\cos^2x=1$.
 $1+\tan^2x=\sec^2x$.
2. Find the functions (sin., cos., tan., cot.) of 45°; of 60°.
3. Show that $\sin(x+y)=\sin\times\cos y+\cos x \sin y$.
 Construct: sin., cos., tan., cot. of an angle in quadrant II., and reduce to values of an angle in quadrant I.
4. Given: A, 37° 15' 45"; a, 42.365. Find b and c, the triangle being a right triangle.
5. Given the scalene triangle with: a, 978.56; b, 897.65; C, 48° 56' 12". Find A and B.

PHYSICS.

1. Distinguish between mass and weight; temperature and quantity of heat; pitch of tone and loudness of tone; energy and work.
2. How far above the surface of the earth, and how far below the surface of the earth must a body be placed to weigh one-half its true weight?
3. In the case of a wheel and axle, a weight of 36 pounds travels 42 feet while the power travels 7 feet. Find the power used.
4. A body is projected upwards with an initial velocity of 88.44 feet per second; how many seconds is the body in the air?
5. Give a graphic representation of a method of showing how the intensity of light varies with its distance from its source.

BOTANY.

1. Define: cotyledon, caulicle (radical), petiole, calyx, pericarp.
2. Mention one mode by which flowerless plants are propagated. Name three modes by which flowering plants are propagated.
3. Mention three means provided by nature for the distribution of seeds.
4. Classify the following plants according to their duration of life: corn, carrot, bean, grape, parsnip, barley, turnip, raspberry.

5. What are parasitic plants? Mention two plants whose growth is stimulated by insects caught and assimilated by the leaves.
6. How does the pea provide nourishment for the germination of its seed?
7. Some plants grow standing in water and pebbles, and others suspended wholly in air. Explain the source of food supply to these plants.
8. Two varieties of corn are planted not far apart in the same field; at harvest mixed varieties are found on the same ear. Explain.
9. What are the essential organs of a flower? Define and give an example of simple fruit; aggregate fruit.
10. Define: stem, root, root stock, tuber. Name a plant that has root stocks and one that has tubers.

ZOOLOGY.

1. Define: tentacles, antennae, spicules, metamorphosis.
2. Describe an earth-worm as to structure. Mention two ways in which it better fits the soil for the support of vegetation.
3. How does the circulation of the blood of birds differ from that of reptiles?
4. Explain the adaptation to use of the structure of the bones of birds of flight.
5. Describe the dragon fly as to segments of the body; circulatory system; respiratory system.
6. Describe a coral polyp as to structure; manner of obtaining food; assimilation and excretion.
7. Distinguish between an articulate and a mollusc as to structure.
8. Name the five classes of vertebrates, and also name an animal belonging to each class.
9. Upon what characteristics are animals classified as hexapods; gasteropods; brachipods; arthropods; decapods? Name one animal of each of the above named classes.
10. Explain what is meant by simplicity of structure and complexity of function as applied to lower forms of animal life.

LATIN.

1. Translate into English:

1. Ad heac Ariovistus respondit: Ius esse belli ut qui vicissent iis
2. quos vicissent quem ad modum vellent imperarent; item popu-
3. lum Romanum victis non ad alterius praescriptum, sed ad suum
4. arbitrium imperare consuesse. Se ipse populo Romano non
5. praescriberet quem ad modum suo iure uteretur, non oportere
6. se a populo Romano in suo iure impediri.

* * * * * * * * * * *

7. Ac ne longum sit, Quirites, tabellas proferri iussimus, quae a
8. quoque dicebantur datae. Primo ostendimus Cethego; signum
9. cognovit. Nos linum incidimus, legimus. Erat scriptum ipsius
10. manu Allobrogum senatui et populo sese, quae eorum legatis

confirmasset, facturum esse; orare, ut item illi facerent, quae
sibi eorum legati recepissent.

* * * * * * * * * * *

Dixit et avertens rosea cervice refulsit,
Ambrosiaeque comae divinum vertice odorem
Spiravere; pedes vestis defluxit ad imos,
Et vera incessu patuit dea. Ille ubi matrem
Agnovit, tali fugientem est voce secutus:
'Quid natum totiens, crudelis tu quoque, falsis
Ludis imaginibus? Cur dextrae iungere dextram
Non datur ac veras audire at reddere voces?'

* * * * * * * * * * *

2. Parse each of the following words: haec (line 1), ius (line 1), se (line 4), uteretur (line 5), quae (line 7), senatui (line 10), facerent (line 11), cervice (line 13), incessu (line 16), iungere (line 19).
3. Give the voice, mood, tense, number and person of confirmasset (line 11.) This is a contracted form of what word? Give rule for its mood.
4. Distinguish between the use of a gerund and a gerundive, using Latin sentences.
5. Explain fully the uses of -ne, nonne, and num, in interrogative sentences.

OUTLINE FOR PARSING.

Nouns.

1. Declension (1st, 2nd, etc.).
2. Declined (decline it).
3. Gender.
4. Number.
5. Case (tell *why* and give *rule*).

Pronouns.

1. Kind.
2. Declined (decline it).
3. Gender.
4. Number.
5. Case (tell *why* and give *rule;* note that the parsing of *relatives* calls for *two* rules).

Verbs.

1. Give principal parts.
2. Voice, if transitive.
3. Mode and *why.*
4. Tense.
5. Person.
6. Number and *why.*

Adjectives.

1. Compare it, if comparable.
2. State degree.
3. Decline it, if declinable.
4. Gender.
5. Number.
6. Case and *why.*

Participles.

1. Derived from (give principal parts of verb).
2. Present, perfect or future.
3. Active or passive.
4. Decline it.
5. Gender.
6. Number.
7. Case and *why*.

Adverbs.

1. Compare, if comparable.
2. State degree.
3. Tell what it modifies.

RHETORIC.

1. Discuss the development of the paragraph, treating *especially* of sentence variety, unity, emphasis and coherence.
2. What is the *function* of criticism?
 Show the difference between *inductive* and *deductive* reasoning.
3. What is the difference between *wit* and *humor?*
 What are some of the *dangers* of wit?
 Give an example of each.
4. Why should a debater *not* memorize his speech?
 Discuss an example of argument from *analogy*.
5. Define the *four* forms of discourse and write a brief paragraph of each.

ENGLISH LITERATURE.

1. Make a *plan* for study of an author.
 Select some author and *fill out* your plan.
2. Trace the development of the English Drama from the early miracle and morality plays through the *first* comedy and the *first* tragedy.
3. Compare Burns and Shelley in respect to the following:
 Opportunities for education;
 Subjects of poems;
 Attitude toward life;
 Recognition by the world;
 Popularity of poetry.
4. Give the points of *interest* in the life of Edmund Spenser.
 To the patronage of what *four* men was his success largely due?
 Explain the "Spenserian stanza"; tell what part Spenser originated.
 What influence did Spenser have on English *poets* and *poetry?*
5. Compare the works of Scott and Dickens.
 Name *three* works of each.
 Discuss *very* briefly your *favorite* work of each.

PSYCHOLOGY.

1. Define psychology in the *broad* sense of the word.
 Define a *percept* and a *concept*.

2. Explain the difference between *sensation* and *feeling*.
 Show how the pleasure may be changed into pain and pain into pleasure.
3. Explain the psychological meaning of *representation* and show the relation of memory to perception.
4. Discuss cultivation of the emotions, showing which should be *repressed*, which *cultivated*, and the *fine art of enjoyment* as the object of life.
5. Name the mental processes involved in an *act* of the *will*.
 Discuss methods of cultivating the will.

GENERAL HISTORY.

1. Give an account of *two* of the following wars—one in Ancient, one in Modern History, paying special attention to cause, leaders, decisive battles and results: Pellopenesian wars, Punic wars, Puritan Revolution in England, Franco-Prussian War.
2. Give briefly the contribution made to present-day civilization by: the Greeks, Romans, Hebrews, Anglo-Saxon and Teutonic peoples.
 How clear an idea of this do you expect from high school students?
3. Tell briefly of the beginnings of the following as distinct nations: French, English, Spanish, Belgians—both as to racial stocks and separate existence.
4. Tell briefly the aims of Charles V. (Emperor), and how he failed. Compare him with Napoleon. Contrast careers of both with that of William II. of Germany.
5. Show briefly how the following contributed to Universal Liberty: Puritan Revolution, American Revolution, French Revolution, World War.

AMERICAN LITERATURE.

1. What was the first work written on American soil? Where was it printed and of what profession was its author? When and under what circumstances was Harvard College founded?
2. Who was the ablest political writer of the Revolutionary Period? Who wrote the "Declaration of Independence"? Name four novels written by Brockden Brown and give a brief sketch of two of them.
3. By what two poems is Joseph Rodman Drake best known? Give a brief sketch of the life and works of Ralph Waldo Emerson. Give a quotation from one of his poems. In what department of literature is Emerson a leader?
4. Who by common consent of the people was called the Poet-Laureate of America? Give a personal sketch of the man—describe his home—what does his name symbolize—his popularity—his crowning achievement—give characteristics of his style—illustrate with quotations.
5. Who is the best story writer for boys? What is the source of his popularity? Name a work of each of the following: Lew Wallace; Jack London; Bret Hart; "Mark Twain"; Eugene Field.

FRENCH.

1. Sketch a plan for teaching French pronunciation to beginning students.
2. Conjugate in full the verb *avoir* or *aller*.
 Give French sentences illustrating the use of *one* form of each tense of the verb conjugated.
3. Give all the personal pronouns *conjunctive* and *disjunctive*.
 Write short French sentences illustrating the use of each.
4. Translate into English the following fable:

 Maitre corbeau, sur un arbre perche,
 Tenait en son bec un fromage.
 Maitre renard, par l'odeur alleche,
 Lui tint à peu pres ce langage:
 Eh! bonjour, monsieur du corbeau!
 Que vous etes joli, que vous me semblez beau!
 San mentir, si votre ramage
 Se rapporte á votre plumage,
 Vous etes le phénix des hotes de ces bois.
 A ces mots le corbeau ne se sent pas de joie:
 Et pour montrer sa belle voix,
 Il ouvre un large bec, laisee tomber sa proie.
 Le renard s'en saisit, et dit:
 Mon bon monsieur,
 Apprenez que tout flatteur
 Vit aux dépens de celui qui l'ecourte:
 Cette leçon vaut bien un fromage, sans doute?
 Le corbeau honteux et confus,
 Jura, mais un peu tardi,
 Qu'on ne l'y prendrait plus.

5. Write in French a theme of at least one hundred and fifty words on the subject: Une Promenade à la campagne or any subject you may select.

SPANISH.

1. Translate into English:

 Bajó al fin Balboa a la playa y llegó a ella al empezar la tarde del 29 de Septiembre. Estaba la marea baja y tuvo que esperar a que las aguas subiesen hasta donde él se hallaba: armado entonces de todas armas, y llevando en la mano un estandarte con la imagen de la Virgen y las armas de Castilla, entró en el agua hasta que llegó a la rodilla, exclamando en alta voz: "Vivan los altos poderosos Reyes de Castilla: yo en su nombre tomo posesión de estos mares y regiones, y si algun otro príncipe, cristiano o infiel, pretende a ellos algun derecho, yo estoy pronto a contradecirle y defenderlos."

2. Translate into Spanish:

 Mexico occupies almost all of that part of North America which is on the south of the United States and between the Gulf of Mexico and the Pacific Ocean. The climate is warm, moist, and unhealthy along the coast, but cool and drier in the higher part of the country.

There are two seasons, the rainy and the dry. The larger part of the rain falls between the months of May and October. The lands that are not so high are called the hot lands (tierras calientes). The highest lands are known by the name temperate lands (tierras templadas).

3. Write the Spanish alphabet, giving names and pronunciation of the letters. Give the rule for accenting Spanish words.
4. Give rules for the use of *ser* and *estar*. How are negatives expressed in Spanish? Illustrate by the use of sentences.
5. What are the three endings of all verbs in Spanish? Inflect *haber* in the present, imperfect, and future, indicative mood.

PEDAGOGY.

1. The science of teaching includes: (a) Psychology, (b) Method, and (c) School Management. Define and discuss each of these topics.
2. The three requisites of the Teacher's Preparation are scholarship, professional training, and knowledge of children. Discuss each.
3. Show the *advantages* and *dangers* of habit. Give three rules each, for forming and breaking habits.
4. Teaching embraces three distinct processes: instruction, drill, and testing. Define and discuss each. Distinguish between Lessons and Recitations.
5. School incentives may be natural or artificial. Name and discuss *three* incentives of each class.

HISTORY OF EDUCATION.

1. Tell why teachers should study the history of education. Name and describe some characteristics of ancient, medieval and modern education, and state some of the main points of difference betwen them.
2. Tell something of Aristotle's place as a teacher, and state definitely something of his influence on medieval Europe.
3. Who were the Humanists? Tell some of the work of Pestalozzi; of Froebel.
4. Compare American school systems with the system of some European country.
5. Give a brief statement of present educational conditions in the United States as to: general educational status as a whole, comparative development, direction of present-day tendencies.

CHEMISTRY.

1. Define each of the following: (a) chemistry, (b) atom, (c) molecule, (d) element, (e) compound.
2. How would you prepare each of the following in the laboratory: oxygen, nitrogen, ammonia gas? Give the chemical symbol of each.
3. Give the chemical symbol for each of the following: water, nitric acid, carbonic acid gas, sulphuric acid, table salt, bromine, mercury, sodium.
4. Give the chemical definition of an explosion. Name three explosives. What element takes an important part in most explosives? Why?
5. Discuss under radium: (a) its discovery, (b) radio activity, (c) medicinal use.

PENMANSHIP.

1. What lessons in sense training can be given with a view to their direct bearing on penmanship?
2. Should pupils in the primary grade write a large or small hand? What care must the teacher exercise in placing all written work upon the blackboard?
3. In the regular lessons in penmanship, which is the more valuable, the drill exercises or writing from copy? Why is penmanship neglected in the rural schools?
4. How can you prevent pupils who do good work in penmanship from doing poor work in other written exercises?
5. Give an outline of the preparation which you make for your penmanship lessons.
6. Discuss what penmanship includes.
7. Illustrate three exercises that you would give to the grades each from third to eighth inclusive.
8. Discuss the three great essentials in teaching writing.

STENOGRAPHY AND TYPEWRITING.

1. Write the shorthand outlines for each of the following phrases:

call your attention.	yours respectfully.	yours very truly.
very truly yours.	thanking you.	requesting the.
my dear sir.	if there be.	this is the.
enclose you.	as soon as.	in reply.
to hand.	on hand.	and the.

2. Discuss fully the relative values of speed and accuracy in writing shorthand. How may speed be acquired without sacrificing accuracy?
3. Write in shorthand from dictation given by the examiner, an exercise of not less than one hundred words, to be graded on speed and accuracy.
4. Discuss briefly a good method of starting a class in typewriting, giving the necessary steps relating to the manipulation of the keyboard.
5. Describe fully the "touch" method of using the keyboard. How would you conduct an exercise for speed in writing?

BOOKKEEPING.

1. What is the fundamental principle of double-entry bookkeeping? Give a general rule for determining debits and credits.
2. Journalize for double-entry the following:

 June 1, 1920. John Smith began a wholesale grocery business in Tampa, Fla., with a stock of goods valued at $9500, and cash $1650.

 June 2, Bought for cash office furniture $225.75.

 June 3, Sold Davis Bros., on account, 10 Bbls. R. P. Flour @ $4.75; 3 Bbls. C. R. Oatmeal @ $6.00; 5 Boxes of Raisins, 250 lbs., @ 9½c per lb. Bought for cash stationery and stamps $27.50.

June 5, Received from Davis Bros. their note for 30 days in payment of bill of June 3.

June 6, Bought of Green & Co., on account, 25 boxes soap @ $3.00; 5 Bbls. (300 lbs.) oyster crackers @ 8c per lb.

June 7, Sold Henry Story on account 15 cases baking powder @ $4.50.

June 8, Sent Green & Co. a draft on James Brown, at 10 days for $75 in part payment for invoice of June 6.

June 9, Sold William Paterson for cash 50 Bbls. pastry flour @ $4.50.

3. Post to double-entry ledger all items in question 2. Write a draft for transaction in June 8.
4. Write the note mentioned in transaction of June 5, and properly endorse the same.
5. Make a trial balance and close the books.

EXPRESSION.

1. Tell how you teach pupils to get the thought lying back of the words on the printed page; how to express it. What is the reason for your method's being effective?
2. Explain what is meant by: accent, tone, pitch, tempo. Upon what do they depend, and when and why do they change?
3. What is the use of gesture? State some of the principles of gesture. Tell how to secure clear enunciation.
4. What has physique to do with good expression? What exercises does the good reader need especially to keep up?
5. What is meant by emphasis? What principles underlie it? Illustrate by quoting and underlining good methods of teaching emphasis, and give further illustrations orally.

SOCIOLOGY.

1. Define Sociology, and state its relation to the other branches of science that treat of Society. State what kind of treatment is suitable to high school students compared with that used with college students. What should a high school student get from the course?
2. What is meant by evolution in society? Compare the social organization in ancient Greece and Rome with that of 20th Century Europe.
3. State the effects of the factory system on social organization, especially in America. How have Trusts and Labor Unions affected conditions of life for labor? State some social problems growing out of their place in society.
4. State the value of education as a preventative of crime. What are the tendencies as to treatment of criminals? Compare the effect of the former day extreme harshness with the extreme leniency sometimes shown now.
5. What are some special social problems growing out of the World War? What seems to be the end of the present evolution and revolution taking place in European society? Discuss fully—telling how this affects America.

POLITICAL ECONOMY.

1. Discuss the term "standard of living". Do high wages mean a higher standard of living? Discuss with reference to rising prices that go with higher wages, and the comparative purchasing power of higher wages under such conditions and of lower wages accompanying lower prices.
2. Discuss "value", what determines it, effect of supply and demand, the real meaning of that law.
3. Define money. Tell: why gold and silver are best for money, the place of paper money, what gives it value, etc. Define "fiat money". Discuss the "quantitative theory of money" and prosperity.
4. State the function of distribution, and state several theories thereof. What is the effect of Russian socialism on distribution?
5. Discuss briefly the economic problems entering into choosing a location for a farm or city. How does the South fare in the present financial state of the world? Account for its present position economically and financially.

BIOLOGY.

1. What is Biology? What is to be gained by studying it?
2. What four chemical elements make up nearly all the living parts of both plants and animals?
3. Compare the functions of an animal to the functions of the parts of a plant, and show that both animals and plants breathe, feed, and reproduce.
4. Define and describe protoplasm. Give four properties of protoplasm.
5. Discuss: the malarial mosquito, the yellow fever mosquito, the typhoid fly. What dreaded disease of the East is carried to man by fleas?
6. Name and describe three insects that are beneficial to man.
7. Name and describe three forms of bacteria. What are ptomaines? What are toxins? Distinguish between ptomaines and toxins.
8. Discuss fully methods of fighting germ diseases.
9. Give four reasons for not considering alcohol as a food.
10. Discuss the effects of the habitual use of tobacco.

GENERAL SCIENCE.

1. (a) Name three simple machines, state the mechanical advantage of two of them, and show how industry uses each of the three.
 (b) Explain the difference between the lifting pump and the force pump by drawings. Why is the force pump necessary for lifting water to a very high building or tank?
2. (a) State the nature of light; of sound. State the effect of a plane mirror, of a concave mirror; of a convex lens; of a concave lens. Make drawings to illustrate the last two.
 (b) State the relation between electricity and magnetism in the telegraph or telephone, making a drawing of the instrument in its essential parts.

3. (a) Account for the prevailing winds in lower California and at the Tropic of Capricorn, and tell why there are deserts in North and South America at these points.
 (b) Explain the meaning of Terminal and Medial Moraines, of Glacial Drift, and show evidences of a Glacial Period both in New England and across the east central states.
4. Give the life history of a one-celled animal. Name some one-celled plants that affect human life profoundly, and give their effects.
5. Explain what is meant by adaptation to environment in plant and animal life. Illustrate with regard to latitude and elevation.

MECHANICAL DRAWING.

1. Distinguish between mechanical drawing and freehand drawing. Give reasons for teaching mechanical drawing in the public schools.
2. In what grades should mechanical drawing be taught? Give a complete list of materials each pupil should have.
3. Explain fully, the meaning of the term "working drawing." Make a working drawing of some project of your own selection.
4. Make a sketch to represent a cubical box, having its hinged cover open at an angle of about 60 degrees.
5. Make a working drawing to show the plan, front elevation, and the side elevation of a hexagonal prism in a vertical position, with one side face parallel to the vertical plane of projection. (Scale optional.)

MANUAL TRAINING.

1. What is the object of teaching Manual Training in the public schools?
2. State the difference between: (a) chisel and screwdriver, (b) bitts and drills, (c) jack-plane and smoothing-plane, (d) wood chisel and cold chisel.
3. Should a manual training project be worked out from drawings or should drawings be made from a completed project?
4. Draw an octagon within a square. Sketch four joints used in wood work.
5. Arrange a plan of work and study for the seventh, eighth, and ninth grades in manual training.

PHYSICAL TRAINING.

1. State the place of physical training in a well-ordered curriculum, giving a clear idea as its value both in grades and in high school.
2. State the different effect of rapid movement exercises, and of slow tensing movements, and tell where and how each should be used. What is the purpose of controlled breathing during exercise?
3. Make an outline of the work in physical education for the year for first or second year high school, three periods of thirty minutes each per week.
4. Outline definitely some exercises for developing general strength of nerves and of body. How does this differ from mere muscle development?
5. What precautions should young people take to avoid the Athletic Heart?

HOME ECONOMICS.

1. Discuss at length the "Aims of a Home". Describe in full the "Ideal House and its Surroundings".
2. Name *five* textile materials and tell *how* each is produced.
3. Name the *three* essential points to observe in reading the commercial pattern. Explain how you would alter a commercial pattern.
4. Draft a shirt waist (bust measure 36 inches) pattern. Describe the placing of the sleeve for a nightgown or dressing sacque.
5. Explain *how* to make and cover a buckram frame. Tell how to line a hat.
6. *When* should dishes be rinsed in *hot* water? In *cold* water? Why should glass and silver be wiped with a soft towel?
7. Explain fully how to cook eggs *five* different ways.
8. Tell how to make Cream of Tomato Soup.
9. When is the *best* time to eat candy? Explain your answer. Why are mints served at the close, rather than at the beginning of a meal?
10. Make a menu for a Fourth of July dinner, also one for a Christmas dinner.

MUSIC.

1. Write a *lesson* plan for teaching the key of C.
 What benefit do you think *specific* training in musical history and appreciation would be to children?
2. How do you teach the difference between *sharp* and *flat* keys?
 Give at least *five* ways to furnish drill work in the keys of C, G and F.
3. In *what* grade would you introduce *four-part* singing? Give reason for answer.
 State and describe the *three* logical steps in developing the *sense* of rhythm.
4. Name the following keys: 6 sharps; 3 flats; 7 sharps; 6 flats; 1 flat; 5 sharps.
 What relations exist between *tone* and *pitch?*
5. Write *three* forms of *minor* scale with proper signatures in any *two* keys. Write a *chromatic* scale.

ROSTER OF HOLDERS OF CERTIFICATES,

VALID JULY 1, 1920.

"It shall be the duty of the State Superintendent of Public Instruction * * * to keep a stub record of each certificate issued and to publish in his Biennial Report a Roster of all living holders of valid certificates."—Section 21, Chapter 7372.

Primary Certificates being convertible into Life Primary Certificates after 32 months teaching, the names of those holding expired certificates or having been awarded Life Primary Certificates are stricken from this list as superfluous.

PRIMARY CERTIFICATE HOLDERS.

(Issued on examination by the State Superintendent prior to October 1, 1917.)

No.
289. McLeod, Miss Angyleen.
293. Chambers, Miss Frances.
294. Conway, Miss Mary.
295. Wellman, Miss Bertha.
296. Cason, Miss Claribel.
297. Taylor, Miss Mayme L.
299. Davis, Miss W. Maude.
300. Hemming, Miss Grace E.
301. Rochford, Miss Anna M.
302. Owen, Miss Dona Scott.
304. Morrow, Miss Bertha Dale.
306. Boswell, Miss Fannie Ann.
307. Inman, Miss Ruby Edyth.
309. Gardner, Miss Rose V.
310. Abercrombie, Miss Lelia.
311. Hodges, Mrs. Grace P.
314. Brantley, Miss Susanne F.
315. Bishop, Miss Ethel Belle.
316. Hill, Miss Elizabeth V.
319. Waller, Mrs. James B.
320. Hall, Miss Kate L.
322. Gray, Miss Clara Polk.
323. Knight, Mrs. Mary Juliet.
325. Merrin, Miss Bessie B.
326. Morse, Miss Gladys.
327. DeVault, Miss Blanche E.
328. Tomlinson, Miss Jessamine R.
329. Baldwin, Miss Florence M.
330. Dormany, Miss Seay.
331. Loving, Miss Edna J.
332. McDonald, Miss Effie K.
333. Wilcox, Miss Blanche G.
334. Getch, Miss Bertha.
335. Altman, Mrs. R. D.
336. Bickley, Mrs. James O.
337. Williams, Miss Genetta M.
338. Gaines, Mrs. Virginia R.
339. Souter, Miss Pansy.
340. Child, Miss Lottie.

PRIMARY CERTIFICATE HOLDERS.

(Issued on examination by the State Board of Examiners since October 1, 1917.)

No.
1. Douglas, Mrs. Marion.
2. Davidson, Mrs. Elmore S.
3. Poppell, Mrs. Jessie C.
4. Plumb, Miss Kathleen G.
5. Wellborn, Miss Louise.
6. Roxby, Mrs. Belle A.
7. Eichelbarger, Miss Nellie.
8. Holton, Miss Florence J.
9. Allen, Miss Lila M.
10. Jackson, Miss Mary F.
11. Eckler, Mrs. Harriett F.
12. Bouchelle, Miss Annie V.
13. Cottrell, Miss Minnye C.
14. Byrd, Miss Flossie A.
15. Pratt, Miss Nettie C.
16. Carter, Miss Edith E.
17. Geiger, Miss Letitia.
18. Lawrence, Miss Marie C.
19. McClean, Miss Annie H.
20. Morgan, Mrs. Harriett B.
21. Philips, Mrs. Anna D.
22. Read, Miss Alice M.
23. Stalker, Miss Ethel M.
24. Tervin, Miss Pearl B.
25. Whitworth, Miss Mary Ellen.
26. Snyder, Miss Esther D.
27. Dupuy, Miss Marie L.
28. Gatchell, Miss Pauline.
29. Parker, Miss Mattie L.
30. Alford, Miss Helen A.
31. Partridge, Miss Elise W.
32. Marsh, Miss Eunice N.
33. Peter, Miss Katherine.
34. Coley, Miss Sadie.
35. Brigham, Miss Helen A.
36. Hart, Miss Nora.
37. Cooper, Miss Alleen M.
*38. Kershaw, Mrs. Theresa.
39. Geiger, Miss Lillie.
40. Hess, Miss Phyllis E.
41. Smith, Miss Daisy Rae.
42. Whitaker, Miss Inez.
43. Wakefield, Miss Rosalie.
44. Engleright, Miss Iva G.
45. King, Miss Hettie.
46. Wynne, Miss Ruth M.
47. Alexander, Miss Mabel L.
48. Beard, Mrs. Merta E.
49. Beckett, Mrs. Mary L.
50. Goss, Mrs. Edna B.

*Negro.

No.
51. Telguarden, Mrs. Carroll E.
52. TeBow, Miss Emma.
53. Smith, Mrs. Susie H.
54. Duncan, Miss Katherine.
55. Coleman, Mrs. Annie B.
56. Bradshaw, Miss Florence S.
57. Brown, Miss Jane.
58. Cobb, Mrs. Elizabeth D.
59. Ebbs, Miss Ethel.
60. Frese, Miss Eleanor.
61. Ingraham, Miss Margaret E.
62. Singleterry, Mrs. Beulah J.
63. De Steuben, Miss Irene.
64. Beggs, Mrs. Rosa G.
65. Busch, Miss Ethel.
66. Goldsmith, Miss Martha I.
67. Hudgins, Miss R. Bland.
68. Mansell, Miss Clyde A.
69. Storms, Miss Muriel M.

No.
70. Crowe, Mrs. Esther.
71. Guilmartin, Miss Mary D.
72. Owens, Miss Cora.
*73. Roland, Miss Marie T.
74. Kiser, Miss Edna.
75. Isaac, Mrs. Agnes H.
76. Wing, Mrs. Harriette N.
77. Hoggett, Miss Alice L.
78. Lane, Miss Bethel.
79. Houston, Mrs. Zalie E.
80. McGuire, Miss Mary Louise.
81. Williamson, Miss Flo. Ouida.
*82. Rochelle, Mrs. Lucy C.
83. Hampton, Miss Irene G.
84. Mahan, Mrs. Louise H.
85. Freeman, Miss Elizabeth A.
86. Reeder, Miss Nellora A.
87. Bowen, Miss Bessie G.
88. Graham, Miss Maude S.

Life Primary Certificate Holders.

(Issued prior to Oct. 1, 1917.)

(Will consider it a favor if any relative or friend will notify the State Department of Education if any one of the following persons is dead.)

No.
1. Merry, Miss Sophia.
2. Hooker, Mrs. Annie.
3. Stevens, Miss Nellie C.
4. Schwalmeyer, Miss Maud.
5. Cooke, Miss Moselle.
6. Pugh, Mrs. A. Austin.
7. Fairlie, Miss Margaret C.
8. Erwin, Mrs. R. W.
9. Fabyn, Mrs. Stella M. Peter.
10. Mendenhall, Miss Ella M.
11. Merryday, Miss Adelaide G.
12. Candlish, Miss Ruth A.
14. Fleming, Mrs. L. M.
15. McKinlay, Miss Lula W.
16. Mims, Miss Stella B.
17. Sanchez, Miss Mabel.
18. Balis, Miss Florence C.
19. Hunter, Mrs. F. Mizelle.
20. Barron, Mrs. K. LaF.
21. Hentz, Miss Caroline W.
22. LaFontisee, Miss Louise.
23. Dickey, Miss Ida.
24. Hopkins, Mrs. B. H.
25. May, Miss Sue F.
26. Brook, Miss Daisy.
27. Keagy, Mrs. Emily.
28. Gould, Miss Lena.
29. Ground, Mrs. A. M.
30. Morress, Miss Eddie Love.

No.
31. Harris, Miss Amy Lee.
33. Jackson, Miss Phronia.
34. Ambrose, Miss Claudia.
35. Kennedy, Miss Julia.
36. McKinnon, Miss Mary.
37. Smyth, Mrs. A. C.
39. Feagle, Mrs. N. H.
40. Cumming, Miss Fannie.
41. Stowell, Miss Jennie.
42. Stowell, Miss Faith H.
43. Lenfesty, Miss Lizzie.
44. Crilly, Miss M. E.
45. Reece, Mrs. M. D.
46. Macey, Mrs. M. A.
47. Britt, Miss Lizzie Port.
48. Wentworth, Miss Ellie G.
49. Burney, Mrs. E. G.
50. Griffin, Miss Cora C.
51. Wilson, Miss Alice.
52. Ecles, Miss Lottie G.
53. Lovelace, Mrs. J. A.
54. Porterfield, Mrs. A. C.
55. Somerville, Miss Martha L.
56. Hardee, Miss Mary.
57. Bearden, Miss Rebecca.
58. Jones, Mrs. Hafford.
59. Weaver, Mrs. R. H.
60. Poole, Miss Eva L.
61. Lovelace, Miss Nita R.

*Negro.

62. Bachman, Miss Ethel C.
63. Joyner, Miss Clara L.
64. Harter, Miss Maude J.
65. Taylor, Miss Margaret E.
66. Thomas, Miss Nellie.
67. Fussell, Mrs. James.
68. Coughlin, Miss Ada.
69. Cook, Miss Nellie E.
70. Bailey, Miss Mary.
71. Grier, Miss Lorena.
72. McMullen, Miss Annie E.
73. Odom, Mrs. W. J.
74. Berkstresser, Miss Mary.
75. McCrary, Miss Lena.
76. Senabaugh, Mrs. Effie.
77. Williamson, Miss Adele.
78. Child, Miss Emma.
79. Anderson, Miss Florence.
80. Green, Miss Jimmie.
81. Spain, Miss Bessie.
82. Moulton, Mrs. Edith K.
83. Gramling, Miss Beatrice.
84. Bevis, Miss Minnie L.
85. Andrews, Miss Olive.
86. Saunders, Miss Gracia M.
87. Hudson, Mrs. C. S.
88. Woolf, Miss Madula.
89. Posey, Mrs. Florine Davis.
90. Wiley, Miss Flossie.
91. Yniestra, Miss Allie.
92. Muriel, Mrs. Estelle L.
93. Williamson, Mrs. E. M.
94. McKinnon, Miss Christian.
95. Slater, Miss Georgia.
96. Lucas, Miss Anne M.
97. McDonald, Miss Wilibel.
98. Hooks, Miss Wilhelmina.
99. Carrier, Mrs. Alice Bingham.
100. Anderson, Mrs. W. S. (nee Sparta Blow).
101. Brown, Mrs. Gertrude L.
102. Wicker, Miss Ethel A.
103. Evers, Mrs. Mollie.
104. Thompson, Miss Verda.
105. Yowell, Miss Emma Viola.
106. Sale, Miss Essie B.
107. Smith, Miss Mae.
108. Dickinson, Miss Whittie.
109. Murdock, Miss Eleanor A.
110. Loftin, Miss Katherine.
111. Cochrane, Miss Inez F.
112. Howze, Mrs. Frankie.
113. Bradley, Miss Charlotte E.
114. Miles, Miss Maggie B.
115. Welch, Miss Elizabeth H.
116. Henry, Miss Eugenia H.
117. Worth, Miss Clara G.
118. Burroughs, Miss Adele T.
119. Ludwig, Miss Katherine.
120. Yawn, Miss Rosa J.
121. Campbell, Miss Florence A.
122. Chaires, Miss Nannie.
123. Wise, Miss Sadie C.
124. Clapp, Miss Rebecca L.
125. Streator, Miss Winifred A.
126. Bouchelle, Miss Ethel.
127. Ottke, Miss Edna.
128. Hall, Mrs. Pearl Futch.
129. Wallace, Miss Madge.
130. Orr, Miss Alma M.
131. Page, Miss Lillian W.
132. Laycock, Mrs. H. A.
133. Kellogg, Miss Annie A.
134. Williams, Miss Mattie.
135. Green, Miss Lottie Lee.
136. Cochrane, Miss Lula R. V.
138. Patch, Miss Phoebe Pearl.
137. Pierce, Miss Genevieve.
139. Ward, Miss Nannie Grant.
140. Peters, Miss Georgia.
141. Arrowsmith, Miss Almeda.
142. Johnson, Miss Sara Frances.
143. Bainter, Miss Edyth L.
144. Graham, Miss Robin.
145. Poole, Miss Daisie.
146. Pinch, Mrs. Mamie Strickland.
147. Sterling, Miss Natalee F.
148. Suddath, Miss Pauline B.
149. Farr, Miss Alvira.
150. Palmer, Miss Nell V.
151. Brachhold, Miss Margaret.
152. Sterling, Mrs. Elizabeth R.
153. Reinoehl, Miss Sophie M.
154. Bryan, Miss Mary C.

Life Primary Certificate Holders.

(Issued since October 1, 1917.)

1. Davis, Miss Lillian L.
2. Collins, Mrs. Sabra H.
3. Helseth, Miss Emma O.
4. Griffin, Miss Lulu.
5. Evans, Mrs. Arabelle.
6. Law, Miss A. Loretta.
7. Hilton, Miss Emma.
8. Jones, Miss Winona D.
9. Patterson, Miss Susie C.
10. Pollard, Miss Ruth T.

No.	
11.	Arrington, Mrs. Stella P.
12.	Stewart, Miss Edith C.
13.	Anderson, Miss Hildur C.
14.	Colyer, Miss Kate.
15.	Perry, Miss Merle H.
16.	Brewster, Miss Dempsie O.
17.	Merritt, Miss Mabel C.
18.	Turner, Miss Mabel.
19.	Farnsworth, Miss Lilly S.
20.	Higgins, Miss Florence R.
21.	Benson, Miss Lillian.
22.	Campbell, Miss S. Jeannette.
23.	Schofield, Mrs. Emma C.
24.	McRae, Miss M. Alice.
25.	Pickren, Mrs. G. Daisy.
26.	Shaver, Mrs. Georgia.
27.	Stephens, Mrs. Elizabeth W.
28.	McConnell, Miss Ruby E.
29.	Anderson, Miss Annie Laurie.
30.	Boggs, Miss Hazel.
31.	Harrison, Miss Sallie C.
32.	Dixon, Miss Mary E.
33.	Bennett, Miss Pearl I.
34.	Waters, Miss Mary Eva.
35.	Harding, Miss Florida L.
36.	Lynch, Mrs. Julia P.
37.	McLean, Miss Marcella.
38.	McCaskill, Mrs. Ethel B.

No.	
39.	Miller, Miss Emma B.
40.	Braswell, Miss Annie.
41.	Halliday, Miss Alma G.
42.	McLeary, Miss Maude.
43.	Anderson, Miss Florence E.
44.	Dunn, Mrs. Maynie Taylor.
45.	Lawrence, Miss von Bismarck.
46.	Waller, Mrs. James B.
47.	Sewell. Miss Nona.
48.	Barrette, Miss Edna M.
49.	Carlton, Mrs. Marie E. (nee Scaggs).
50.	Latimer, Mrs. Lula.
51.	Maney, Miss Elizabeth.
52.	James, Mrs. Emma W.
53.	Woodward, Mrs. Mary B.
54.	White, Miss Bessie M.
55.	Beeson, Miss Ella B.
56.	Austin, Miss Louise E.
57.	Zeigler, Mrs. Frances C.
58.	Florens, Miss Marie Louise.
59.	Tuttle, Mrs. Ruby.
60.	Gardner, Miss Rose V.
61.	Hemming, Miss Grace E.
62.	Gray, Miss Clara P.
63.	Boswell, Miss Fannie A.
64.	Ballou, Mrs. Dona O.
66.	Owen, Miss Emma L.

THIRD GRADE CERTIFICATE HOLDERS.
Valid July 1, 1920.

Requirements for:

Third Grade.—"Any eligible applicant passing a satisfactory oral and written examination on orthography, reading, arithmetic, English Grammar, composition, geography, United States history, physiology and Theory and Practice of Teaching, and making an average grade of 70 per cent, with a grade on no subject below 50 per cent, shall receive a third grade certificate valid for one year from date of issue."—Sec. 8, Chapter 7372.

Since October 1, 1917, there had been issued 1,616 Third Grade Certificates. Many had expired by limitation and many holders had raised the grade of their certificates prior to July 1, 1920.

No.	
780.	Collins, Miss Etha M.
781.	Collins, Miss Vesta E.
782.	Davis, Mrs. Bruce.
783.	Lanier, Miss Grace E.
784.	McEwen, Miss Maude.
785.	Moody, Miss Elrah.
*786.	Madison, Mrs. H. G.

No.	
*787.	Perkins, Miss Mamie E.
*788.	Covington, Mrs. Cora.
*789.	Davis, Mrs. Melissa A.
*790.	Haygood, Miss Sadie L.
*791.	Huger, Absalom John.
*792.	Hunter, Miss Ethel.
*793.	Jones, Miss Gertrude D.

*Negro.

No.
*794. Perryman, Miss Maude E.
*795. Reed, Miss Eva.
*796. Williams, Miss Elwood E.
*797. Williams, Mrs. Mattie R.
798. Coachman, Mrs. Rosa.
799. Williams, Mrs. Dora.
800. O'Berry, Mrs. Maude.
801. Tidwell, D.
802. Bryant, Miss Oveido.
803. Carlton, Miss Fannie M.
804. Johnson, Miss Evelyn L.
805. McDonald, Miss Mary E.
806. Rodgers, Miss Lillie.
807. Sumner, Mrs. Minnie A.
808. Taylor, Miss Willie May.
809. Valentine, Miss Maude M.
810. Ward, Miss Connie Mae.
*811. Cornell, Mrs. Blanche R.
*812. Day, E. J. W.
*813. Farrell, Miss Sarah A.
*814. Johnson, Miss Marie L.
*815. Major, Anthony J.
*816. Mark, J. Tapley.
*817. Duffy, Mrs. Bertha.
*818. Manchan, Mrs. Mattie.
*819. Stewart, Miss Ethel Mae.
*820. Starke, Mrs. Addie B.
*821. Street, Mrs. Lottie B.
822. Carter, Emmette E.
823. Carlyle, Mrs. Lillie E.
824. Lucas, Miss Jennie.
825. Thitchener, H. C.
826. Wilson, Miss Laura.
827. Hitchcock, Mrs. Josephine S.
*828. Blocker, Mrs. Mamie W.
*829. Crawford, Miss Jerusha L.
*830. Graham, Mrs. Ruth D.
*831. Huger, A. J.
*832. Hunter, Miss Ethel.
*833. Leaver, Miss Lillie A.
*834. Morgan, Mrs. Rosalie.
*835. Reese, Miss Mae L.
*836. Sams, Miss Sarah L.
*837. Sibley, Mrs. Daisy L.
*838. Stewart, Mrs. Mamie F.
*839. Sutton, Miss Effie T.
*840. Sutton, Miss Ernestine.
*841. Williams, Mrs. Mattie R.
842. Jackson, Miss Eddie Mae.
843. Bailey, Miss Annie B.
844. Faulkner, Miss Lassie.
845. Mitchell, Miss Lenita N.
846. Neeley, Miss Emma Mae.
847. Rhoden, Miss Lucinda J.
848. Slaughter, Miss Ethel.
849. Taylor, Miss Olivia V.

No.
850. Thomas, Miss Ruth.
851. Walker, Miss Blanche M.
852. Walker, Mrs. Pearl.
853. Walker, Miss Marie.
854. Williams, Miss Emma McG.
855. Wooten, Miss Bobbie.
*856. Caldwell, Miss Lettie J.
*857. Young, Miss Bessie L.
858. Collins, Miss Bennie B.
859. Pumphrey, Mrs. Ann Mary.
860. Tally, Miss Jennie.
*861. Norman, Miss Mamie L.
862. Nichols, R. C.
863. Townsend, Miss Catherine.
864. Farris, Miss Allene L.
865. Hudson, Miss Dottie.
866. Jones, Miss Rubye.
867. Lewis, Miss Marcella.
868. Manning, Miss Bertie E.
869. Miller, Miss Eula.
870. Nelson, Miss Bessie B.
871. Thompson, Miss Eva Alma.
872. Thompson, Miss Vera.
873. White, Miss Alleyne.
874. Richardson, Miss Gertrude.
875. Williford, Benjamin M.
876. Adams, Mrs. Mollie G.
877. Cureton, Miss Effie L.
878. Ferrell, Miss Carrie May.
879. Hammett, Miss Elsie E.
880. Harrison, Miss Lucile.
881. Hull, Miss Frances E.
882. Humphrey, Miss Irene.
883. Kerfort, Miss Sylvia.
884. Kindred, Miss Ethel.
885. Kroegel, Miss Frieda.
886. McDonald, Miss Ruby I.
887. McMullen, Miss Louise.
888. Miller, Miss Alta Mae.
889. Moore, Miss Rebeka.
890. Scott, John D.
891. Williams, Miss Pearl.
892. Bradley, Miss Mabel A.
893. Bronaugh, Mrs. Nannie.
894. Chambers, Miss Frances M.
895. Haynes, Miss Pauline.
896. Lamb, Miss Winnie.
897. Leonard, Miss Mary.
898. Martin, Miss Ilene.
899. McDonald, Miss Jimmie.
900. McGill, Miss Bessie.
901. Morey, Miss Lillian A.
902. Porterfield, Miss Lettie Jane.
903. Smith, Miss Ethel A.
904. Wallace, Miss Willie C.

*Negro.

No.
905. Williamson, Miss Sylla W.
906. Powell, Mrs. Lilla.
*907. Frazier, James H.
*908. Williams, Hampton C.
*909. Fatio, Miss Margaret A.
*910. Henderson, Miss Margie.
*911. Howard, Mrs. Ruth G.
*912. Mobley, Mrs. Mamie E.
*913. Meacham, Mrs. A. L.
*914. Williams, Miss Henrietta V.
915. Bearden, Miss Edna.
916. Coram, Miss Elizabeth J.
917. Crawley, Herbert E.
918. Ely, Miss Mildred.
919. Fletcher, Miss Thelma I.
920. Geiger, Miss Ula Lee.
921. Harrison, Mrs. Kate.
922. Holland, Miss Latta Asilee.
923. Hughes, Miss Jennie Lind.
924. McDevitt, Miss Ruby A.
925. Munro, Miss Mollie May.
926. Murphy, Miss Winifred A.
927. Register, Miss Ada E.
928. Simms, Miss Alice E.
929. Agnew, Miss Myra.
930. Albritton, Miss Kathleen L.
931. Bettes, Miss Irene J.
932. Chapman, Miss Violet L.
933. Clemons, Miss May.
934. Collins, Miss Arta Gertrude.
935. Crews, James E.
936. Daniels, Miss Bertha M.
937. Demane, Miss T. Evalyne.
938. Fulton, Miss Dorothy L.
939. Goodson, Miss Pearl.
940. Gray, Miss Hildreth J.
941. Hatcher, Miss Beulah.
942. Hershberger, Miss Lola.
943. Johnson, Miss Amy.
944. Johnson, Miss Lillian D.
945. Kantz, Mrs. Margaret M.
946. LeCroy, Miss Iwanna.
947. LeCroy, Miss Eula M.
948. Ley, Miss Sybel.
949. Mobley, Miss Ruby Lane.
950. Parker, Miss Maude C.
951. Peckham, Miss Priscilla.
952. Polk, Miss Myrtice L.
953. Putnel, Miss Mildred J.
954. Register, Miss Mary M.
955. Richardson, Miss Vergie.
956. Robbins, Miss Margaret H.
957. Roberts, Miss Myrtle.
958. Salmi, Miss Annie L.

No.
959. Scaff, Clarence L.
960. Smallwood, Miss Emma L.
961. Smith, Miss Caroline E.
962. Strickland, Miss Nellie.
963. Swint, Miss Ione E.
964. Thompson, Miss Vera L.
965. Quinn, Miss Ruby Lee.
966. Venable, Miss Mary A.
967. Wilder, Miss Sarah V.
968. Wooten, Miss Helen M.
969. Sapp, Ury Green.
*970. Adams, Mrs. Laura J.
*971. Anderson, Mrs. Hattie G.
*972. Bagley, Miss Julia A.
*973. Butler, Miss Anna Lee.
*974. Houston, Mrs. Hattie C.
*975. Ivey, Miss Nannie M.
*976. Keller, Isaac J.
*977. Kelley, Mrs. Cora E.
*978. Larkins, Mrs. Ella P.
*979. Mike, Mrs. Louise M.
*980. Mills, Mrs. Cecilia V.
*981. Morse, Miss Lillie Mae.
*982. Perkins, Mrs. Mamie E.
983. Farnsworth, Miss Bailey.
984. Faulkner, Miss Helen.
985. Hodges, Miss Gertrude.
986. Hunter, Miss Maud.
987. Jackson, Mrs. Bettie.
988. McClure, Miss Wanda V.
989. Anderson, Miss Lucile.
990. Brown, Miss Bertha M.
991. Chapman, Miss Annie E.
992. Copeland, Joseph H.
993. Dickerson, Miss Dora E.
994. Holm, A. Harry.
995. Hull, Solon J.
996. Jameson, Miss Bonnie.
997. Johnson, Miss Effie Mae.
998. Lane, Miss Ethel.
999. Lane, Miss Laura Lee.
1000. Miley, Miss Flossie.
1001. Pinholster, Miss Maree.
1002. Robertson, Miss Bethie.
1003. Roseborough, Miss Inez.
1004. Smith, Miss Gladys.
1005. Tidwell, Miss Bessie.
1006. Traylor, Miss Clealia Mae.
1007. Ward, Miss Connie Mae.
1008. Davis, Miss Elma J.
1009. Potter, Miss Elizabeth.
1010. Thomas, Miss Lena.
*1011. Curry, Miss Blanche T.
*1012. Herrera, Miss Alejandrina.
*1013. Herrera, Miss Adelina A.
*1014. Holmes, Mrs. Rosa A. E.
1015. Coker, Miss Tura Marie.

*Negro.

No.
1016. Durrance, Mrs. Bessie.
1017. Kelso, Miss Ethel.
1018. Larimore, Mrs. Lucile.
1019. Smith, Miss Bertie.
*1020. Artson, Mrs. Christena E.
*1021. Brown, Miss Winnie G.
*1022. Holly, Miss Katherine A.
*1023. Holmes, Mrs. Mary E.
*1024. Gillielee, Miss Helen R.
*1025. Rogers, Mrs. Mary E.
*1026. Stephens, Mrs. Maggie.
*1027. Young, Mrs. Lillie.
1028. Summerlin, Miss Idell.
1029. Bennett, Miss Esther.
1030. Long, Miss Bruce L.
1031. Rice, Mrs. Alice T.
1032. Glisson, Mrs. Ollie S.
*1033. Calhoun, Thos. C.
*1034. Chandler, Miss Gertrude R.
*1035. Hogan, Mrs. Osceola B.
*1036. Lightbourne, S. R.
*1037. Middleton, Mrs. Lula R.
*1038. Roberts, Mrs. Janie A.
1039. Bishop, Miss M. Priscilla.
1040. Moore, Miss Sallie Jim.
1041. Pike, Miss Ruby J.
1042. Sheridan, Miss Edna M.
1043. Smith, Mrs. Lillie Mae.
1044. Carrico, Miss Gladys M.
1045. Smith, Miss E. Vashti.
*1046. Dansby, Mrs. Olive B.
*1047. Crawford, Mrs. Martha.
*1048. Fallana, Mrs. R. Victory.
*1049. Fallana, Mrs. Ida M.
*1050. Fisher, Mrs. Annie L.
*1051. Morrell, Miss Nancy C.
*1052. Pindar, George A.
*1053. Harvey, Miss Ruby M.
1054. Hawkins, Miss Fredda M.
1055. Rogero, Miss Ethel C.
1056. Sample, Miss Mildred A.
*1057. Keys, Mrs. J. Beatrice.
*1058. Meeks, Mrs. Helen L.
*1059. Trice, Miss Willie E.
*1060. Williams, Ponce de Leon.
*1061. Wilson, Miss Lorene.
*1062. Baker, Mrs. Bessie K.
*1063. Johnson, Miss Melita A.
1064. Atkins, Miss Etta Mae.
1065. Majors, Ernest E.
1066. Andrews, Alra C.
1067. Baker, Miss Elizabeth L.
1068. Cozart, Chas. A.
1069. Curry, Miss Ollie.
1070. Dismukes, Mrs. Bessie E.
1071. Ennis, Miss Dollie.
1072. Gillman, Miss Elma.

No.
1073. Jenkins, Isaiah.
1074. Lunsford, Miss Dora.
1075. Lunsford, Miss Irene.
1076. Leavins, A. R.
1077. McNeal, J. W.
1078. Neel, Miss Vella A.
1079. Stinson, Miss Ida F.
1080. Swindle, Miss Lena.
1081. Ward, Miss Ada E.
1082. Russ, Theron F.
1083. Williamson, Mrs. Ruth.
*1084. Chestnut, Miss Ila E.
*1085. Clay, Miss Eldiest.
*1086. Goode, Miss E. Lola.
*1087. McKinnon, Miss Lena.
*1088. Minor, Miss Isabella.
1089. Burgess, Miss Sara.
1090. Godwin, Miss Annie B.
1091. Griffin, Mrs. Myrtice.
1092. Hughen, Miss Dollie E.
1093. Lewis, Miss Evelyn.
1094. McKenzie, Miss Jessie Lee.
1095. Smith, Mrs. Lillian C.
1096. Slay, William L.
1097. Tipton, Mrs. Ruth C.
1098. Weatherly, Mrs. Willie E.
1099. Hart, Miss Myrtle.
1100. Garrett, Mrs. Lizzie.
1101. Price, Miss Rena M.
1102. Rigby, Miss Ophelia.
1103. Shuler, Miss Elberta.
1104. Lee, Robt. H.
1105. Roland, Miss Inez.
1106. Agner, Miss Helen D.
1107. Crosier, Mrs. Laura N.
1108. Cunningham, Mrs. Hattie.
1109. Feagle, Miss Pearle.
1110. Griffin, Mrs. J. C.
1111. Hart, Miss Thelma.
1112. Hicks, Mrs. Hattie.
1113. Wilson, Miss Maude.
1114. Cornett, Miss Eula.
1115. Dawkins, Miss Myrtle.
1116. Kimpel, Miss Josephine.
1117. Mosley, Mrs. Eunetta.
*1118. Ayer, Mrs. Althea.
*1119. Barnett, Mrs. Ethel G.
*1120. Bonner, Mrs. Mary.
*1121. Hendry, Miss Melissa.
*1122. Kirksey, Mrs. Alice O.
*1123. Maxwell, Gilbert W.
*1124. Posey, Miss L. E.
*1125. Barnett, Miss Arilena.
1126. Coleman, Miss Isabel.
1127. Hall, Miss Vergie.
1128. Hubbell, Miss Grace E.
1129. Pasteur, Miss Caroline L.

*Negro.

No.
1130. Rivers, Miss Marion R.
1131. Strange, Miss Beatrice.
1132. Knowles, Mrs. Agnes.
1133. Summers, George.
1134. Corbett, Miss Edweena.
1135. Harris, Miss Lula.
1136. Harris Miss Thelma.
*1137. Jenkins, Isaac W.
*1138. Bazzle, Mrs. Lula J.
*1139. Braden, Miss Lillian.
*1140. Hooks, Miss Ethel L.
*1141. Jackson, Janie Lee.
*1142. Marshall, Miss Mamie.
*1143. Tyson, Miss Bessie.
*1144. Wheeler, Miss Gladys B.
1145. Arnold, Miss Thelma.
1146. Burdett, Miss Mabel.
1147. Chamberlain, Miss Elizabeth.
1148. Fletcher, Mrs. Gae.
1149. Hershberger, Miss Lola.
1150. Kutch, Miss Leona.
1151. Ahearn, Mrs. Fannie M.
1152. Bilbie, Mrs. Carrie.
1153. Lantenschlager, Mrs. Lula.
*1154. Phoenix, Miss Chloe E.
*1155. Peppers, Miss Inez.
*1156. Miller, Mrs. A. G.
1157. Forrest, Miss Kate.
1158. Brun, Miss Louise D.
1159. Dalton, Miss Inez.
1160. Ensey, Mrs. Anna.
1161. Harriss, Miss Lucille B.
1162. Ingram, Miss Minnie.
1163. Lutie, Miss Emmie.
1164. Woods, Mrs. Lillian D.
*1165. Johnson, Mrs. Kathleen B.
1166. Ash, Mrs. Ione.
1167. Bethel, Miss Mary I.
1168. Curry, Miss Emmie E.
1169. Evans, Mrs. Louise.
1170. Sweeting, Miss Jennie.
1171. Sweeting, Miss Naomi L.
*1172. Brown, Miss Marie C.
*1173. Herrera, Alejandrina.
1174. Snow, Miss Charlotte.
1175. Adkins, Miss Flora.
1176. Byas, Miss Nora.
1177. Durden, Miss Clara Mae.
1178. Ellis, Miss Violet Mae.
1179. Hogan, Mrs. Tassie.
1180. Mead, Miss Mabel.
1181. Revels, Miss Thelma.
1182. Mountain, Ray O.
1183. O'Berry, Edmund R.
1184. Palmour, Miss Pauline.
1185. Shearer, Miss Sarah C.

No.
1186. Sinks, Miss Maud.
1187. Smith, Miss Annie E.
1188. Smith, Miss Ellen G.
1189. Spivey, Miss Roxie.
1190. Wilson, Mrs. Lucy M.
1191. Albritton, Mrs. Cynthia.
1192. Langford, Miss Loca R.
1193. Stanley, Miss Ethel.
1194. Stewart, Mrs. Sylvia A. D.
1195. Stover, Miss Abigail A.
*1196. Bailey, Mrs. Alma A.
*1197. Benton, Miss Araria.
*1198. Ward, Miss Janie D.
*1199. Curry, Miss Corine R.
1200. Smedley, Miss Mary E.
1201. Baxter, Miss Edna O.
1202. Crosby, Ben T.
1203. Diggs, Mrs. Lou C.
1204. DuBose, Miss Bessie C.
1205. Lane, Mrs. Carrie A.
1206. Love, Miss Ida Lee.
1207. Love, Miss Louise.
1208. McCormick, Mrs. Florence.
1209. McRae, Barney E.
1210. Shriver, Miss Marguerite.
1211. Thomas, Miss Virgie.
1212. Witt, Miss Myrtice L.
1213. Minton, Mrs. Ella G.
*1214. Keller, Isaac J.
*1215. Jenkins, Mrs. Sarah F.
1216. Hogan, Miss Della.
1217. McElroy, Mrs. Orbia.
1218. Priest, Joe Wheeler.
1219. Puttman, Miss Pearl.
1220. Sheppard, Miss Fannie Milo.
1221. Venable, Miss Lelia.
1222. Harrison, Miss Maude G.
*1223. Lewis, Mrs. Maud E.
1224. Ammons, Miss Emma E.
1225. Baggett, Miss Maude.
1226. Cain, Miss Alice L.
1227. Camley, Elijah.
1228. Dockens, Chas.
1229. Findley, Miss Bertha M.
1230. Hammac, Miss Trudy M.
1231. Higdon, Miss Lucile.
1232. McLean, Miss Margaret.
1233. Polk, Miss Ella Lee.
1234. Ralph, A. S.
1235. Russell, Miss Myrtie.
1236. Wheeler, Mrs. Grace M.
1237. Dove, Miss R. Edith.
1238. Kitchen, Mrs. Maude G.
*1239. Daly, Mrs. Lillian M.
*1240. Williams, Miss Maggie N.
*1241. Keeker, Mrs. Lilla B.

*Negro.

No.
1242. Johnson, Miss Inez.
1243. Smith, Mrs. Frances E.
1244. Altman, Miss Meda C.
1245. Buckels, Miss Naomi.
1246. Mathews, Miss Unie.
1247. Mathews, Miss Zona.
1248. Nixon, Miss Mary.
1249. Moore, Miss Rebecca.
1250. Moore, Miss Virginia B.
1251. Wetherington, Miss Stella L.
1251. Jordan, Miss Cora.
1252. Lynch, Mrs. Bertha.
1253. Bayles, Miss Gladys.
1254. David, Miss Mabel.
1255. Fancher, Miss Veleta.
1256. Hanna, Mrs. Mattie.
1257. Harrell, Mrs. Kate.
1258. Johnson, Miss Eunice.
1259. Lazzelle, J. E.
1260. Morris, Mrs. Lula.
1261. Register, Miss Irene.
1262. Thompson, Mrs. Blanche.
1263. Houseal, Miss Agnes Ida.
1264. Johns, Miss Beulah.
1265. Masters, Mrs. Bertyce.
1266. Raysor, Mrs. Lillian G.
1267. Stewart, Miss Juanita S.
*1268. Grier, Mrs. Cherry E.
*1269. McDuffy, Mrs. Bertha.
*1270. Postelle, Mrs. Emma.
*1271. Postelle, Victor L.
*1272. Thompson, Malachi Z.
*1273. McCants, Ernest B.
1274. Byrons, Miss Edna F.
1275. Clarke, Miss Mary E.
1276. Doss, Miss Beatrice.
1277. Lindsay, Miss Idell S.
1278. Royal, Miss Leila.
1279. Suddath, Miss Boyce.
1280. Whidden, Miss Leonora B.
1281. Cogdell, Miss Colon Jean.
1282. Fossling, Mrs. Hortense.
1283. Gore, Mrs. Florence.
1284. Mires, Mrs. Frankie Mae.
1285. Pomeroy, Miss Dorothy.
1286. Pell, Miss Jessie.
1287. Wainwright, Mrs. Gladys.
*1288. Billings, Mrs. Willie Belle.
*1289. Strobart, Miss Martha.
*1290. Brooks, Miss Maude.
1291. Burns, Miss La Vola.
1292. Atkins, Miss Etta Mae.
1293. Bevis, Miss Jeneveva.
1294. Champion, Miss Myrtie Mae.
1295. Crumbley, Miss Flossie.

No.
1296. Farnell, Miss Lillie Mae.
1297. Fulgham, Miss Pansy.
1298. Gibson, Mrs. Julia.
1299. Gibson, Miss Margaretta.
1300. Linton, Miss Agatha.
1301. Martin, Miss Cecile L.
1302. Martin, J. T.
1303. McCroan, Miss Pearl.
1304. Shivey, Mrs. Dollie.
1305. Swicord, Miss Marie.
*1306. Anderson, Miss Susie A.
*1307. Parker, W. M.
*1308. Pollock, John C.
1309. Parrish, Miss Willie Louise.
1310. Carrier, Miss Anita.
1311. DeBerry, Miss Juanita.
1312. Foster, Mrs. Gladys.
1313. Gunn, Mrs. Marion R.
1314. Lyman, Miss Bessie L.
1315. Macdonald, Mrs. Camile B.
1316. McDuffie, Miss Bertie Mae.
1317. Riley, Mrs. Vara S.
1318. Kantz, Mrs. Margaret M.
1319. Wilson, Miss Ruth.
1320. Ralls, Miss Ella.
1321. Batton, Miss Daisy Bell.
1322. Pherigs, Miss Mary W.
*1323. Dorsey, Miss Theresa.
*1324. Mitchell, Mrs. Susie B.
*1325. O'Neal, Miss Rubie C.
1326. Everett, Miss Bessie Mae.
1327. McCallum, Miss Mae.
1328. Blair, Roland J.
1329. Blanton, Miss Germa.
1330. Bush, Joe R.
1331. Edwards, Miss Bingly.
1332. Grantham, Miss Mary.
1333. Hendry, Miss Estella.
1334. Humphries, Miss Faustine.
1335. Jackson, Miss Eddie Mae.
1336. Shackelford, Mrs. Daisy.
1337. Shaw, Miss Ellen May.
1338. Woodward, Miss Nonie B.
1339. Woodward, Miss Nettie L.
1340. Zipperer, Mrs. Nona.
1341. Bird, Miss Evelyn.
1342. Gray, Miss Aletha.
1343. Patterson, Miss Lenora.
1344. Richards, Miss Alva McKinley.
1345. Merlein, Miss Florence.
1346. Williford, Mitchell.
1347. Douglass, Mrs. Viola T.
1348. Jones, Miss Mary Kate.
1349. Lowell, Mrs. Ursula H.
1350. Watson, Buchem L.

*Negro.

No.
*1351. Fagan, H. H.
*1352. George, H. H.
*1353. Roulhac, Miss Jessie Pearl.
1354. Barker, Miss Iva Viola.
1355. Camp, Miss Ruth D.
1356. Bishop, Mrs. Lucy T.
1357. Brunoo, Mrs. Eric.
1358. Holt, Mrs. Blanche J.
1359. Revels, Miss Thelma.
1360. Rodd, Miss Josephine P.
1361. Wade, Miss Pearl.
1362. Bell, Mrs. Mattie.
1363. Coleman, Miss Charlotte R.
1364. Lawless, Miss Julia Anne.
1365. Seals, Miss Ida E.
*1366. Bell, Miss Nannie D.
*1367. Bryan, Mrs. Mamie E.
*1368. Fields, Mrs. Mary L.
*1369. Gonzalez, Mrs. Jessie M.
1370. English, Bernard H.
1371. Beckham, Miss Frances.
1372. Hollinsworth, Miss Ola.
1373. Knowles, Miss Catherine.
1374. McCalister, Curtis Otto.
1375. Morris, Miss Nancy.
1376. Pounds, Miss Elizabeth.
*1377. Baker, Miss Vashti L.
*1378. Cole, Miss Sara E.
*1379. Lewis, Miss Berlie E.
*1380. Brown, Miss Beatrice.
*1381. Griffin, Mrs. Lena.
*1382. Jones, Miss Fannie.
1383. Brigman, Miss Eloise.
1384. Carter, Mrs. Jennie.
1385. Hall, Miss Carrie M.
1386. Bailey, Miss Mattie M.
1387. Graham, Miss Ada.
1388. Gammon, Miss Essie May.
1389. Kimbrough, Mrs. Ella Ruth.
1390. Lempke, Miss Sibyl S.
1391. Malone, Miss Mildred A.
1392. Penton, Miss Edna.
1393. Ropke, Miss Hilda.
1394. Smith, Miss Ethel A.
1395. Taylor, Miss Inez.
1396. Thomas, Miss Lupah.
1397. Tipton, L. G.
1398. Wilkinson, Miss Ruth.
1399. Jernigan, Mrs. Gertrude.
1400. Knight, Miss Merle.
1401. Wohrer, Miss Florence.
*1402. Cooper, Mrs. Mary Lois.
*1403. Dillard, Miss Rosebud L.
*1403. Nixon, Mrs. Olive E.
1404. Brackney, Mrs. Anna R.
1405. Collins, Miss Merle.

No.
1406. Matchett, Miss Mabel.
1407. Meigs, Miss Carolie.
1408. Nall, Miss Bernice.
1409. Waddy, Miss Talitha E.
*1410. Asia, Mrs. Rosa Lee.
*1411. Bonner, Mrs. Mary D.
*1412. Holmes, Miss Roline E.
*1413. Martin, Miss Annie E.
*1414. Gibson, Kelly W.
*1415. Holmes, Miss Marion E.
*1416. Malloy, Miss Clydie E.
*1417. Natiel, Mrs. Alice J.
*1418. Rutherford, Miss Rachael I.
1419. Fuchs, Miss Othelia L.
1420. Zumwalt, Mrs. Estelle.
1421. McCullough, Miss Dessie M.
1422. Withers, Mrs. Cassia E.
*1423. Stirrup, Miss Katherine B.
*1424. Davis, Miss Bessie M. L.
*1425. Johnson, Mrs. Callie D.
*1426. Monker, Miss Hilda A.
1427. Conway, Miss Tommy.
1428. Thompson, Miss Flora B.
1429. Fall, Miss Virginia.
*1430. Lindsay, Matthew.
*1431. Robinson, Napoleon W.
1432. Knowles, Mrs. Agnes.
*1433. Jackson, Miss Janie Lee.
*1434. McLeod, Mrs. Addie C.
*1435. Nottage, Mrs. Nola C.
*1436. Welters, Miss Naomi A.
*1437. Wilson, G. B.
1438. Jacobs, J. Tilden.
1439. Mason, Miss Doris.
1440. Crawford, Miss Annie V.
1441. Elmore, Miss Anna.
1442. Gandy, Miss Sarah J.
1443. Hogan, Mrs. Tassie.
1444. Knight, Mrs. Clovie M.
*1445. Wilson, Mrs. Frances.
*1446. Bowks, Miss Serena.
*1447. Bryan, Mrs. Mamie E.
*1448. Chaires, Mrs. Beulah.
*1449. Dixon, Mrs. Penina E.
*1450. Johnson, Mrs. Pearl.
1451. Batton, Miss Daisy Belle.
1452. McDuffie, Miss Bertie Mae.
*1453. Potts, Mrs. Jessie.
*1454. Tice, Miss Ekra.
1455. Nichols, Robt. C.
1456. Brock, Miss Bettie.
1457. Commander, J. M.
1458. Duggar, Miss Pauline A.
1459. Dice, Miss Vallie C.
1460. Gray, Mrs. Alethea.

*Negro.

No.
1461. Hart, Miss Hattie.
1462. McVicker, Miss Maude.
1463. Mooney, Miss Wilma.
1464. Morris, Miss Veta.
1465. Moseley, Mrs. Eunetta.
1466. Pope, Miss Euna B.
1467. Sparks, Miss Milbra.
1468. Walker, Miss Blanche.
1469. Walker, Miss Marie.
*1470. McGhee, Miss Allie W.
*1471. Jones, Miss Alvah.
1472. Miner, Miss Marian B.
1473. Alford, Miss Thelma G.
1474. Bielling, Miss Janie.
1475. Carter, Miss A. Elizabeth.
1476. Fant, Miss Maud E.
1477. Laird, Miss Isabelle.
1478. Miller, Miss A. Ethel.
1479. Miller, Miss Vivian.
1480. Williams, Miss Brannah C.
*1481. Brown, Miss G. Edna.
*1482. Chestnut, Miss Ila Edith.
*1483. Clay, Miss Eldiest M.
*1484. Craig, Mrs. Modeste L.
*1485. Morman, Miss Mamie L.
*1486. Watts, Miss Mamie R.
*1487. Wynder, Mrs. Minnie L.
*1488. Roulhac, Miss Claudia A.
*1489. Sims, Miss Carrie.
1490. Hines, Miss Effie.
1491. Walker, Mrs. Daisy.
1492. Williams, Miss Bertha.
*1493. Brooks, Mrs. Flora V.
*1494. Brown, Miss Pearl E.
*1495. Butler, Mrs. Fannie.
*1496. Collins, Miss Mabel L.
*1497. Green, Miss Jessie B.
*1498. Houston. Mrs. Florida W.
*1499. King, Miss Hattie E.
*1500. Leaver, Miss Charlie R.
*1501. Roberson, Miss Melissee.
*1502. Williams, Mrs. Amelia E.
*1503. Greene, Mrs. Mabel J.
*1504. Hicks, Miss Sylvia C.
*1505. Johnson, Miss Melita A.
*1506. Massenberg, Miss Sophia B.
1507. Sapp, Miss Xuripha S.
1508. Atkinson, Miss Mabel V.
1509. Rhodes, Miss Bertha.
1510. Simpson, Miss Verna.
1511. Wilkinson, Miss Mamie.
1512. Calhoun, Miss Sallie Y.
1513. Crockett, Mrs. Martha A.
1514. Daniels, Miss Leila L.
1515. Lo Re, Miss Grace.
1516. Albury, Mrs., Zula.

No.
1517. Beane, Mrs. Edna M.
1518. Clark, Mrs. J. G.
1519. David, Miss Mabel C.
1520. Davis, Mrs. Willie E.
1521. Freeman, Mrs. Leona.
1522. Holm, A. Harry.
1523. Johnson, Miss Effie Mae.
1524. Miley, Mrs. Celia.
1525. Padgett, Mrs. Belle.
1526. Smith, Mrs. Nellie Mae.
1527. Walden, Mrs. Lydia.
1528. Whidden, Miss Seta Ethel.
1529. Williams, Mrs. Dora.
1530. Wood, Miss Muriel M.
*1531. Artson, Mrs. Christena E.
*1532. Brown, Miss Pearl E.
*1533. Brown, Miss Ada.
*1534. Curry, Miss Corinne R.
*1535. General, Miss Blanche.
*1536. Henderson, Mrs. Iola D.
*1537. Holmes, William P.
*1538. Johnson, Mrs. Pearl.
*1539. Jones, Miss Edna E.
*1540. Ward, Miss Janie.
1541. Loennecker, Miss Agnes L.
1542. Martin, Miss Bessie I.
1543. Priest, Miss Corene L.
1544. Zellner, Miss Gladys O.
1545. Almand, Clarence E.
1546. Andrews, Miss Elizabeth.
1547. Dear, Miss Winnie Lee.
1548. Dickinson, Miss Ethel E.
1549. Johnson, Miss Mary.
1550. McClenithan, Miss Edna L.
1551. Moffatt, Miss Florence.
1552. Park, Miss Joy L.
1553. Peden, Miss L. Eula.
1554. Reaves, Miss Holly Lee.
1555. Courson, Miss Ethel.
1556. Cordell, Miss Tura Marie.
1557. Petrey, Miss Margaret E.
1558. Reynolds, Miss Rosa F.
1559. Whidden, Miss Sadie V.
1560. Andrews, Chas. L.
1561. Blanton, Miss Treva Lou.
1562. Brannen, Miss Eula B.
1563. Coffee, Maurice B.
1564. Feagle, Miss Pearle.
1565. Gillespie, Miss Elsie B.
1566. Hill, Miss Merle.
1567. Hunter, Miss Cora Mae.
1568. Smith, Miss Clio.
1569. Adams, Miss Audrey.
1570. Bailey, Miss Annie B.
1571. Blanton, Miss Germa.
1572. Campbell, Miss Maggie.
1573. Godwin, Drew.

*Negro.

No.	
1574.	Harrell, Miss Nita.
1575.	Heart, Mrs. S. Belle.
1576.	Hunter, Austin.
1577.	Jackson, Miss L. Orena.
1578.	Jones, Miss Rubye.
1579.	Knowles, Hiram D.
1580.	Lewis, Miss Gertrude.
1581.	Linton, Miss Agatha.
1582.	Washburn, Miss Ruby I.
1583.	McCall, Barney.
1584.	Pope, Miss Una B.
1585.	Williams, Miss Janie M.
1586.	Ross, Miss Mary Louise.
1587.	Scaff, Miss Irene.
1588.	Surrency, Miss Vera.
1589.	Talley, Miss Jennie V.
1590.	Taylor, Miss Della.
1591.	Taylor, Miss Fannie I.
1592.	Wilson, Miss Maude.
1593.	Woodard, Miss Nettie Lena.
*1594.	Barnett, Miss Arilena.
*1595.	Dwight, Miss Edith E.
*1596.	Mattox, Miss Alice L.
*1597.	Mattox, Miss Georgette L.
*1598.	Rowe, Demostehenes W.
1599.	Forman, Miss Helen.
1600.	Hanna, Ira E.
1601.	McDonald, Miss Jimmie.
1602.	Varnadore, Miss C. Viola.
1603.	Williford, B. Mitchell.
*1604.	Bennett, Mrs. Sarah J.
*1605.	Collins, Mrs. Maud.
*1606.	Farmer, George W.
*1607.	Goodwin, Mrs. Helen L.
*1608.	Livingston, Mrs. Celestine.
*1609.	Nims, Mrs. Louise E.
*1610.	Pittman, Enoch.
*1611.	Peterson, Miss Leola.
*1612.	Robinson, Miss Helen A.
*1613.	Scott, Miss Olivia Fair.
*1614.	Thomas, Mrs. Mandala E.
*1615.	Williams, Miss Henrietta.
*1616.	Wise, Miss Emmie J.

Second Grade Certificate Holders.

Valid July 1, 1920.

Requirements for:

Second Grade.—"Any eligible applicant passing a satisfactory oral and written examination on the subjects prescribed for a third grade certificate and on agriculture and civil government, and making an average grade of 80 per cent., with a grade on no subject below 60 per cent., shall receive a second grade certificate valid for three years from date of issue."—Sec. 9, Chap. 7372.

Since October 1, 1917, there have been issued 1,288 Second Grade Certificates, all still valid July 1, 1920.

No.	
1.	Evans, Mrs. Katherine H.
*2.	Tutson, Mrs. Ida E.
*3.	Tyson, Miss Adrianna N.
4.	Scarlett, Miss Elizabeth.
*5.	Love, Miss Cleopatra.
6.	Ray, Miss Carolyn M.
7.	Blackburn, Miss Sadie R.
8.	Jacobs, Mrs. Minnette B.
9.	Roberts, Miss Laura L.
10.	Craig, Miss Virginia A.
11.	Glass, George A.
12.	Seig, Mrs. W. L.
13.	Ivey, Miss Genevieve.
*14.	Mills, Miss Dorothy L.
*15.	Leaver, Miss Charlie Ray.
*16.	Williams, Mrs. Amelia E.
17.	Wheatley, Miss Jessie G.
18.	Chandler, Miss Flora L.
19.	Rodenberg, Mrs. Mary C.
*20.	Davis, J. T.
21.	Bruce, Miss Mary M.
22.	Carstens, Miss Belle.
23.	Westbay, Miss Phoebe.
24.	Smith, Miss Sara E.
25.	Leist, Miss M. Ernestine.
26.	Regal, Miss Mae.
27.	Lacy, Mrs. Nina W.
28.	Arnold, Miss Blondian.
*29.	Young, Mrs. Jennie A.
*30.	Vicars, Mrs. Mamie W.
31.	Arnold, Miss Ethel A.
32.	Jeffries, Miss Ella Mae.
33.	Stringfield, Miss Gladys L.
34.	McRae, Daniel O.

*Negro.

No.
35. Phillips, Miss M. Louise.
36. Parrish, Miss Ruby.
37. McEfwen, Miss Dora N.
38. Record, Harry E.
39. Bell, Miss Mary Alice.
40. Johnson, Miss Florence E.
41. Roseborough, Rudolph W.
42. Brown, Miss May S.
43. Rawls, Mrs. Bessie.
44. Pollard, Miss Florence M.
*45. King, Joseph O.
*46. Gattis, Mrs. Ida K.
*47. Thompson, Mrs. Panchita N.
*48. Postelle, Victor L.
*49. Griffin, Noah H.
*50. Price, Miss Leila B.
*51. McKinney, Ralph H.
*52. Adams, Miss Ollie B.
53. McMillan, Miss Beryl F.
*54. Monroe, S. E.
55. Smith, Miss Grace E.
56. Tranbarger, O. N.
57. Dow, Chas. W.
58. McCall, Thos. F.
59. Waterson, Miss Jessie E.
60. Caudill, Grover.
61. Mills, Miss Annabel.
62. Martin, Albert S.
63. Blue, Miss Sallie.
64. Blue, Miss Gertrude.
65. Jordan, Miss Epsie E.
66. Dees, Miss L. Irene.
67. Lightsey, Miss Lottie.
68. Heniroud, Mrs. Emma.
69. Caldwell, Miss Clarinda.
70. Sloan, Miss Florence.
71. Parker, Mrs. Mary L.
72. Stephens, Mrs. Annie.
73. Martin, Miss Ada.
74. Padgette, Miss L. Pearl.
*75. Adderley, Mrs. Nettie L.
*76. Murray, Mrs. E. DeWees.
*77. Davis, Miss Ernestine E.
*78. Scott, Mrs. Julia A. B.
*79. Hector, Mrs. Christine B.
*80. Shields, Miss Lee Etta D.
81. Peden, Miss L. Eula.
82. McDonald, Miss Alma L.
83. Taylor, Miss Martha P.
84. Parrish, Miss E. Katye.
85. Armstrong, Miss Lenna.
86. Lee, Miss Susie A.
87. Kelter, Miss Susie A.
88. Wilhelm, Miss Mary C.
89. Conner, Miss Abbie.
90. Walden, Miss Gracie O.

No.
91. Luttrell, Miss Emma H.
92. Robinson, Karl.
93. Wood, Leamon.
94. Dowling, Miss Winifred.
95. Toomer, Miss Dorothy.
96. Marsh, John F.
97. Batchellor, Miss Lillian E.
98. Stokes, Miss Effie T.
99. Vrooman, Mrs. E.
100. DaCosta, Miss Annie E.
101. Neal, Miss Elbye J.
*102. McHenry, Miss Cebella B.
103. Fleming, R. Cary.
104. White, Miss Kiney.
105. Chambliss, Miss Emma L.
106. Whitton, Hiram A.
107. Corbin, Thomas J.
108. Owens, Marvin M.
109. Edgerton, Miss Althea.
110. Roberts, Miss Minnie.
111. Marshall, Miss Lilla.
112. Henderson, Miss Grace E.
113. Varnadoe, Miss C. Viola.
114. Strickland, Miss Iduma.
115. Hentz, Miss Lula M.
116. Jones, Miss Kate Mae.
117. Atlman, Miss Mabel J.
*118. Knight, Miss Mamie E.
*119. Edwards, Miss Irene E.
120. Tiffany, Miss Grace V.
121. Robinson, Miss Edith V.
122. Sapp, Miss Gertrude.
123. Roxby, Mrs. Belle A.
124. Grimstead, Miss Pennie.
125. Stevens, Miss Martha.
126. McBrien, Miss Georgia.
127. Shockley, Mrs. Maude.
128. Pearson, Mrs. Edna H.
129. Smyth, T. Elmer.
*130. Proctor, Mrs. Fannie.
*131. McKinney, Mrs. Pearl.
*132. Williams, Mrs. Frances L. E.
*133. Robinson, Miss Ethel N.
*134. Pierce, Mrs. Olivia E.
135. Provins, Mrs. Marie G.
136. Newton, Miss Theresa J.
137. Perry, Thos. A.
138. Gault, Mrs. Hazel E.
139. Hepburn, Miss Ellen G.
140. Wilburn, Mrs. S. Lucille.
141. Baughman, Miss Leona B.
142. Brown, Mrs. Clementine P.
143. Weatherly, Miss Hazel.
*144. Bell, Miss Nannie D.
145. Comstock, Miss Helen E.
146. Oakes, Miss Louise.

*Negro.

No.
*147. Smith, Miss Ruby D.
*148. Adams, Miss Leoni L.
*149. Welters, Miss Romaldo F.
150. Warren, Edwin E.
151. Allen, Miss Ola.
152. Picon, Miss Dorothy M.
153. Bailey, Miss Mary G.
154. Johnston, John B.
155. Bloomheart, Miss M. Ella.
156. Feltham, Miss Hazel M.
157. Guilliams, Miss Ida E.
158. Cravey, Miss Leila.
159. Gottlieb, Miss Marcella.
160. Gottlieb, Miss Rae R.
*161. Bryant, Mrs. Brunetta C.
*162. Wilson, Miss Lucy.
*163. Bowks, Miss Leola A.
*164. Maddox, Mrs. Yolande.
*165. Bryant, Ira S.
*166. Bryant, Miss Emma D.
167. Fox, Miss Clara.
168. Adams, Miss Nanelu.
169. Parrott, Mrs. Nannie E.
170. Nimmo, Miss Ada.
171. Langston, Mrs. F.
172. Durrance, Mrs. Mattie B.
173. Smith, Miss Dorothy.
174. Leyvraz, Miss Theo M.
175. Walker, Mrs. Rosa L.
176. Simms, Miss Anita F.
*177. Adams, Miss Luella.
*178. Turner, Mrs. Mary E.
*179. Thomas, Miss Dena A.
*180. Williams, Mrs. Ida J.
*181. Frazier, Mrs. Jannie L.
*182. Drakeford, Mrs. Maggie M.
183. Owens, Miss Rosa Lee.
184. Allen, Mrs. Lizzie.
185. Peaden, Mrs. Autie.
186. Griffis, Miss Clara.
*187. Washignton, Mrs. Mary F.
*188. Hicks, Miss Nellie B.
*189. Hicks, Miss Belle L.
*190. Craig, Mrs. Modeste L.
*191. Pete, Miss Susie.
*192. Palmer, Miss Hattie B.
*193. Dillard. Miss Rosebud L.
194. Gray, Miss M. Lucile.
195. McAuley, Miss Sara.
196. Hudson, Miss Evelyn B.
197. Harrison, Miss Annie E.
*198. Goldsmith, Mrs. Otho E.
199. Flowers, Miss H. Grace.
200. Mears, Miss Leola.
201. Cogburn, Miss Josie.
202. Cogburn, Miss Susie E.
203. Curd, Mrs. Ida M.

No.
204. Bevis, Miss E. Ione.
205. Rice, Mrs. Rubirda.
206. Littleton, Mrs. Lulie.
207. Murdock, Miss Pearl E.
208. Pender, Miss Helen G.
209. Gatlin, W. Lamar.
210. Gatlin, Miss Myrtle E.
211. Suddath, Miss Maud.
212. Riley, Miss Bertie.
213. Wilson, Miss Lelah A.
214. Harry, Miss Elizabeth.
215. Branch, Miss Beulah.
216. Holmes, Miss Carolyn E.
217. Crews, Miss Rosa E.
218. Jones, Miss Martha D.
219. Gatlin, Miss Pearl L.
220. Atkinson, Miss Jessie.
221. Barineau, Miss Bertha.
222. Flowers, Miss Elsie P.
223. Richardson, Mrs. Eunice S.
224. Truitt, Mrs. Ruth.
225. Freeman, Miss Ruth.
226. Freeman, Miss Mary E.
227. Johnson, Miss Ruby A.
228. Barrett, Miss Mertie M.
229. Padrick, Miss Hazel C.
230. Moffatt, Miss L. Alline.
231. Johnson, Mrs. Genevieve I.
232. Edwards, Miss Jennie G.
233. Roberts, Miss Lena.
234. Edwards, Miss O. Ruth.
235. Hinton, Miss Amy L.
236. Hinton, Arthur K.
237. Hinton, Mrs. Fannie.
238. Tracy, Mrs. Nina.
239. Hull, Mrs. Bess N.
240. Hall, Miss M. Ruth.
241. Smith, Miss Maude H.
242. Knight, Miss Winona.
243. Lovell, Miss Pauline.
*244. Turner, Thomas J.
*245. Burt, Mrs. Etta L.
246. Roper, Miss Lula.
247. Hagstrom, Mrs. Jessie.
248. Bartlett, Miss Hannah.
249. Reed, Miss Harriet B.
250. Ryan, Miss Anna.
251. Mathis, Clarence E.
252. Stones, Miss Elizabeth.
253. Platt, Miss Mary H.
*254. Hill, Miss Alice.
*255. Berlack, Mrs. Minnie.
256. Wall, Mrs. Anna H.
257. Gould, Miss Lena.
258. King, Miss Florence H.
259. Young, Miss Dora.
260. Washburn, Miss Orilla F.

*Negro.

No.
*261. James, B. F.
262. Rodgers, Miss F. Lois.
263. Rodgers, Miss Nettie P.
264. Copeland, Miss Myra.
265. Batton, Miss Elsie.
266. Hampton, Miss Nettie.
267. Winton, Miss Ruth M.
268. Ferguson, Miss Alice S.
269. Govreau, Miss Norma.
270. Akins, James D.
271. Dutton, Miss Alice C.
272. Wilson, Miss Gladys.
273. Walkenhorst, O. Grant.
274. Dunne, Mrs. Ida F.
275. Stafford, Miss Francis.
276. Hendry, Miss Edith A.
277. Hyatt, Miss Ruth.
278. Durrance, John H.
279. Kelley, J. Eddy.
280. Rodgers, Mrs. Lucy.
281. Osborne, Miss Gladys.
282. Nesbitt, Mrs. Roella.
283. Simmons, Miss Lillie E.
284. Giles, Miss Mary F.
285. Giles, Mrs. Elizabeth C.
286. O'Berry, Miss Celia M.
287. Bitzer, Miss Katharine L.
*287. Sheehy, Mrs. Juanita T.
*288. Davis, Miss Beatrice C.
*289. Romer, Miss Kathleen A.
*290. Sims, Miss Claudia E.
*291. Ward, Mrs. Etta M.
*292. Hamilton, Miss Kitty M.
*293. Barry, Miss Lilla.
294. Carter, Emmitte H.
*295. Hamilton, Mrs. Anna L.
296. Hall, Miss Miriam.
297. Johnson, Miss Clara E.
298. Miller, Miss Esther.
299. Marshall, Miss Cora.
300. Ward, Miss Edith.
301. Duncan, Miss Kate.
302. Spradley, Miss Mary O.
303. Neel, Miss Vera M.
304. Lowry, Miss Alta M.
305. Majors, Henry E.
306. Taylor, Mrs. Clara.
*307. McFarlin, Charles E.
308. Webb, Miss Clarice.
309. Godwin, Miss Jewel.
310. Nulter, Miss Ina.
311. Mizelle, Miss Mamie.
312. Russ, Miss Bernice E.
313. Johnson, Miss M. Hazel.
*314. Yellowhair, Miss Margaret A.
*315. Gaffney, Miss Essie V.

No.
*316. Dinkins, Miss Lucille R.
317. Anderson, Miss E. Pauline.
318. Ayers, Miss Alice R.
319. Bullock, Wm. J.
320. Burns, J. W.
321. Brown, Miss Thelma.
322. Baunette, Miss Hazel H.
323. Beilling, Miss Delah S.
324. Dilliard, Miss Lydia F.
325. Hardee, Miss Ruby May.
326. Kramer, Miss Lillie C.
327. McIntosh, Miss Adonis.
328. McKinney, Miss Eula Lee.
329. Metcalfe, Mrs. Willie.
330. Murray, Mrs. Leora.
331. Moore, Miss Bernice E.
332. Merbler, A. A.
333. Moore, Mrs. Leila C.
334. Murray, John F.
335. Maddox, Miss Lydia E.
336. Murray, Mrs. Mary.
337. Nalle, Mrs. Maude C.
338. Pritchard, Miss Rosa Vella.
339. Ridder, Miss Esther L.
340. Reeder, Miss Nellora A.
341. Smith, Miss Virginia.
342. Wilder, Miss Gladys A.
343. Burke, Mrs. W. H.
344. Cannon, Miss Mary A.
345. Croft, Miss Beady B.
346. Huntington, Mrs. Minnie.
346½. Heidt, Mrs. Amelia A.
347. Thompson, Mrs. Hattie B.
348. Warran, Mrs. Minnie.
349. Lewis, Miss Gertrude.
350. Malphurs, Miss Johnie.
351. McCullough, Miss Fay Nella.
352. McDonald, Mrs. Ida.
353. Richmond, Mrs. Sada F.
*354. Williams, H. C.
*355. Watt, Mrs. Willie G.
*356. Brown, Mrs. Bessie M.
*357. Davis, Mrs. Amy L.
358. Glidewell, Miss Grace M.
359. Hervey, Miss Mary.
360. Doty, Miss Flata E.
361. King, Miss Rosetta E.
362. Little, Miss Vettie C.
363. Brundydge, Miss Mary G.
364. Blackiston, Miss Jennie P.
365. Crowley, Miss Della.
366. Clark, Miss Mildred.
367. Holden, Miss Nellie.
368. Milling, Miss Ellie H.
369. Maines, Miss Nettye.
370. Padgett, Miss Eula M.

*Negro.

No.
371. Rogers, Miss Lena.
*372. Holloway, Miss Addie.
373. Sheppard, Miss Bernice.
374. Griffin, Miss Alice May.
375. Allen, Miss Mary G.
376. Blount, Miss Ellie E.
377. Harrell, Miss Nita.
378. Hembree, Mrs. Rosa A.
379. McCaskill, Miss Nina E.
380. Smith, Miss Clio.
381. McGhin, Clarence.
382. Toole, Miss Pattie.
383. Walker, Benjamin A.
384. Williams, Miss Eva M.
385. Haynes, Miss Maggie.
386. Gorbet, Miss Ruth.
387. Henderson, Miss Annie G.
388. Ivey, M. L.
389. Lowell, Miss Mary.
390. Stevens, Mrs. Ethel B.
391. Christ, Miss Mary M.
392. Drown, Miss Mabel.
393. Geiger, Miss Ula L.
394. Hester, Miss Eva.
395. Hall, Mrs. Evelyn.
396. Kelsey, Mrs. Winnie F.
397. Lanier, Mrs. J. W.
398. Partridge, Miss Annie R.
399. Tribble, Mrs. Estelle.
400. Wylie, Mrs. Olivia H.
*401. Douglass, Miss Emma V.
*402. Day, Mrs. Elnora K.
*403. Moore, Miss Bessie D.
404. Smith, Miss Lorena.
405. Smith, Mrs. Maude.
406. Whitten, Miss Delta K.
407. Ames, Mrs. Ethel P.
408. Brown, Miss Margaret.
409. English, Miss Rowena.
410. Grimsley, Miss Etta M.
411. McDonald, Mrs. Ella.
412. Roberts, Mrs. Kate E.
413. Selden, R. L.
414. Saxon, Mrs. Nelle M.
415. Standifer, Miss Annabel.
*416. Holmes, Mrs. Florence L.
*417. McLin, Mrs. Regenia V.
*418. Wilson, Mrs. Marie.
419. Cameron, Miss Pearl.
420. Rayle, Miss Ruth.
421. Allen, Miss Callye.
422. Bard, Mrs. Winifred W.
423. Bard, Miss Sarah H.
424. Blanchard, Mrs. W. G.
425. Cooke, Miss Moselle.
426. Cooke, Miss Mary D.
427. Dickerson, Mrs. Jane L.

No.
428. Graham, Miss Lenore M.
429. Garrison, Mrs. Lulu F.
430. Hawkins, Mrs. Laura P.
431. Stevens, Mrs. Grace A.
432. Saunders, Clarance E.
*433. Andrews, Mrs. Annie.
*434. Blake, Mrs. K. S. G.
*435. DeBose, Miss Rubiana A.
*436. Hart, Miss Mercedes L.
*437. Haynes, Mrs. Ruby B.
*438. Holmes, Frank P.
*439. Lloyd, Mrs. Carrie A.
*440. McCutcheon, Mrs. Temperance D.
*441. McCaddy, Mrs. Elizabeth L.
*442. Malachi, Miss Jeleta G.
*443. Manigault, Mrs. Maymee L.
*444. Robeson, Miss Orienta A.
*445. Robinson, H. Elbridge.
*446. Salter, Mrs. Helen B.
*447. Schell, Mrs. Anest P.
*448. Usher, Miss Nancy E.
*449. Wilson, Sandy B.
*450. Williams, Miss M. A. E.
451. Croom, Miss Julia S.
452. Flowers, Mrs. Lula W.
453. Wadsworth, Mrs. Marie C.
454. Cawthon, Miss Mary Estelle.
455. Hartgrove, Wm. N.
456. Ausley, James W.
457. Clark, Miss Dora L.
458. Crary, Miss Maria.
459. Green, Miss Lucile.
460. Green, Miss Anita.
461. King, Miss Leona.
462. Watson, James F.
*463. Dickens, David.
*464. Matthews, Miss Mary.
*465. Washington, Mrs. Verna M.
466. Allen, Miss Susie O.
467. Crosby, Miss Helen M.
468. Fahle, Mrs. Helen K.
469. Hollingsworth, Miss Vina S.
470. Hutchinson, Miss Mette E.
471. Larsen, Miss Elizabeth E.
472. Marchand, Mrs. Lena.
473. McCoy, Miss Anna A.
474. Newman, Miss Rose.
475. Williams, Mrs. Celia R.
476. Westbrook, Miss June.
*477. Jones, Mrs. Mannie W.
*478. Jones, Mrs. Maggie R.

*Negro.

No.
479. Jones, Miss Helen.
480. Nesmith, Miss Rosa A.
481. Oser, Mrs. Maude H.
482. Anderson, Mrs. Lula R.
483. Altman, Miss M. Mae.
484. Allen, Mrs. M. Estelle.
485. Bohmann, Miss Mary.
486. Baggett, Miss Annie P.
487. Canaday, Caleb A.
488. Chapman, Mrs. Virginia R.
489. Davis, Miss Felta.
490. Dossey, Miss Luella.
491. DeLaney, Mrs. Ruth E.
492. Earnest, Miss Annie L.
493. Griffin, Miss Belle.
494. Head, Mrs. Anabelle M.
495. Lane, Alonzo E.
496. Mott, Miss Katherine A.
497. McBride, Mrs. Bessie.
498. Pearce, Miss Rosa.
499. Reeder, Edmund M.
500. Simmons, Miss Edna M.
501. Searle, Mrs. Leola T.
502. Shirley, Miss Elsie T.
503. Smith, Mrs. Huldah.
504. Verri, Miss Nell L.
505. Wingate, Miss Vernie E.
506. Link, Mrs. Miriam O.
*507. Bryant, Miss Charlotte H.
508. Taylor, Miss Corene.
509. Agnew, Miss Frances.
510. Fussell, Miss Lillie M.
511. Mills, Miss Olive.
512. Perry, Miss Esther G.
513. Sutton, Miss Gertrude.
*514. McCall, Mrs. Ida T.
515. Radinsky, Miss Lucille J.
516. Chesser, Miss Esther E.
517. Ensey, Miss Jane S.
518. Kindred, Miss Ethel.
519. Metcalfe, Miss Annie E. G.
520. Robbins, Mrs. Mabel H.
521. Van Denburg, Miss Esther E.
*522. Bellamy, Miss Estelle B.
*523. Bright, Mrs. Frances J.
*524. McCoy, Miss Ollie G.
*525. McNeil, Miss Lucretia.
*526. Mickens, Mrs. Anna R.
527. Fletcher, Miss Thelma.
528. Dennard, Miss Julia L.
529. Henry, Miss Mary.
530. O'Hara, Mrs. Sallie R.
*531. Rollins, Miss Emma.
532. Dismukes, D. B.
533. Gardner, Miss Lorena.
534. Glisson, Miss Meda.

No.
535. Grant, Miss Maida.
536. Gable, Mrs. Edna F.
537. Graves, Mrs. Madge.
538. McKeown, Miss Bessie.
539. Ratliff, Miss Daisy.
540. Thompson, Miss Willie G.
541. Collier, Mrs. Fannie.
542. Holder, Miss Helen.
543. Keller, Miss Vera A.
544. Rice, Miss Myrtle R.
545. Futch, Lonnie H.
546. Bean, Miss Mae.
547. Knight, Miss Eyder.
548. Miller, Miss Hattie V.
549. Chamberlin, Mrs. Isabelle L.
550. Hinsky, Miss Olive I.
551. Hanlyn, Mrs. Josephine.
552. Harvey, Mrs. Lelia.
553. Parsons, Mrs. Margaret.
554. Becker, Miss Isabel M.
555. Sargent, Miss Lela F.
556. Billingsley, Miss Etta.
557. Conklin, Miss Marion A.
558. Farris, Mrs. Katie Yorke.
559. Fry, Miss Minnie J.
560. Howell, Mrs. Vera M.
561. Maag, Mrs. Bertha H.
562. Norfleet, Mrs. Kittura.
563. Ray, Miss Eula M.
564. Thompson, Mrs. Florence M.
*565. Clifton, Mrs. Nella M.
*566. Harold, Miss Dora T.
*567. Strotter, Mrs. Mamie C. G.
568. Flynt, Miss Katherine.
569. Lovell, Mrs. Myra E.
570. Mathers, Miss Kate.
571. Swearingen, Miss Nina M.
572. Trapp, George F.
573. McWhorter, Miss Fanny L.
*574. Bryan, Miss Lucille J.
*575. Brown, Miss Bessie I.
576. Wolfe, Miss Ethel M.
577. Wood, Miss Augustus L.
578. Ball, Miss Blanche.
579. Cheves, Miss Audrey L.
580. Colclough, Miss Lillian C.
581. Cox, Mrs. Ada.
582. Love, Miss Marie.
583. McKinney, Miss Elizabeth D.
584. Murback, Miss Elizabeth.
585. Revels, Mrs. Bethel H.
586. Vance, Miss Emily.
587. Williams, Miss Johnnie E.

*Negro.

No.
*588. Alexander, Miss Henry G.
*589. Bonner, Miss Mary E.
*590. Gordon, Mrs. Rosalie B.
*591. Gordon, Mrs. Annie R.
*592. Holly, Miss Rowena V.
*593. Malloy, Mrs. Carrie L.
*594. Postelle, Victor L.
595. Barnes, Miss Vada.
596. Cox, Mrs. Paralee.
597. Lewis, Mrs. Della.
598. Monroe, Miss Bernice.
599. Nippert, Miss Frances.
600. Willis, Miss Susie.
*601. Shipp, Ernest W.
602. Hawkins, Miss H. Josephine.
603. Kommer, Mrs. Ida Lee.
604. Poole, Miss Estelle V.
605. Wadsworth, Miss Jennie.
606. Williams, Mrs. Clara.
607. Cureton, Miss M. Elizabeth.
608. Smith, Miss E. Missouri.
609. Gramling, Mrs. Edna.
610. Gray, Mrs. Alice B.
611. Terry, Miss Mamie A.
612. Young, Miss Lois.
*613. Smith, Mrs. M. G.
*614. Wynn, Mrs. Maude E.
615. Long, N. A.
616. Herring, Miss Snow.
617. Jones, Mrs. Arnold.
618. LeBare, Mrs. Harriet.
619. McLellan, Miss Gwendolyn R.
620. McLellan, Miss Lois K.
621. Ward, Miss Carrie.
622. Webb, Miss Gertrude.
623. Whitehead, Everett.
*624. DeVaughn, Miss Jauncy.
*625. Kelly, Miss Alice V.
626. Everett, Miss Nellie E.
627. Johnson, Mrs. Mary.
*628. Williams, Miss Pearl A.
629. Gorreau, Miss Norma.
630. Mayo, Miss Mattie Lou.
631. Dinkins, Mrs. Elba.
632. Lathers, Miss Esther M.
633. O'Berry, Mrs. E. B.
*634. DeBose, Jacob J.
*635. DeVoe, Miss Freddie M.
*636. Jones, Richard P.
*637. Lennox, Mrs. Julia V.
*638. Moore, Junius D.
*639. Smith, Mrs. Jessie E.
640. Foster, Miss Angelyn.
641. Bellamy, James J.

No.
642. Colding, Miss Mellie.
643. Mitchell, Miss Kate.
644. Reed, Miss Ida.
645. Stewart, Lloyd D.
646. Grant, Mrs. Louise.
*647. Brown, Miss Edna.
*648. Gandolfo, Mrs. Florida.
649. Brabham, Miss Claude.
650. Campbell, Miss Grace B.
651. Elwes, Herbert C.
652. Cottingham, Miss Vieve M.
653. Johnson, Miss Edna.
654. Knapp, Miss Carrie V.
655. Shoup, Mrs. Lela.
656. Haskins, Henry S.
*657. Walker, Mrs. Frances M.
658. Buzzard, Miss Marguerite.
659. Conon, Miss Clara L.
660. Montgomery, Wiley.
661. Samsula, Mrs. Lydia.
662. Sturr, Mrs. Winafred.
*663. Browning, Mrs. Mary E.
664. Folsom, Miss Inez.
665. Hamilton, Miss Nina.
666. Matthis, Miss Verdie.
667. Peoples, Mrs. Zoel.
668. Pulliam, Miss Fannie.
669. Corbin, Miss Mallie L.
670. Drake, Miss Ida Belle.
671. Nearing, Miss Freda V.
672. Ray, Miss Sarah E.
673. Swindle, Miss Mary.
*674. Call, C. F.
675. Ballinger, Miss Lila.
*676. Whitfield, Miss Clementine.
677. McKinnon, Miss Clara.
678. O'Brien, Miss Violet.
679. Peterson, Miss Inez E.
680. Perry, Miss Annie.
681. Crawley, Herbert.
682. Hand, Miss Ruth A.
683. Morris, Miss Oleeta.
*684. Dabney, J. M.
*685. Hopkins, Miss Rosa McD.
686. Hayes, Mrs. Ina B.
687. Hayes, Calvin B.
688. Richardson, Mrs. Ruth.
689. Sapp, Miss Agatha.
690. Stalvey, Miss Maggie L.
*691. Lyman, Miss Rubie L.
692. Epperson, Miss Eva.
693. Arline, Miss Sophronia.
694. McCall, Miss Georgie.
*695. Zanders, Wm. N.
*696. Chambers, Miss Susie E.
*697. Horrace, Mrs. Laura E.

*Negro.

No.
*698. Randolph, Miss Julia G.
699. Clemmons, Miss Alice M.
700. Martin, James I.
701. Mears, G. H.
702. Mott, Miss Myrtle.
703. Crane, Miss Maysell L.
704. Eubanks, Miss Nellie L.
705. Hinsey, Miss Mary E.
*706. Frye, Miss E. Verdelle.
707. Addison, Miss Mary V.
708. Martin, Miss Jamie I.
709. McSpadden, Miss Mildred E.
710. Lowell, Miss Gladys.
711. Piller, Miss Marguerite J.
712. Prescott, Miss Olive L.
713. Stockton, Robt. E.
714. Wofford, Miss Lela.
*715. Jones, Richard P.
*716. Norwood, Miss Mary L.
717. McDevitt, Miss Ruby A.
718. Glosser, Mrs. Esther.
719. Johnson, Mrs. Gertrude S.
720. Rye, Miss Edith.
721. Short, Miss Maude.
722. St. Clair, Miss Lucretia J.
723. St. Clair, Miss Leslie.
*724. Bighams, Mrs. Sarah L.
*725. Grant, Miss Susie A.
*726. Saunders, Miss Mabel E.
727. Campbell, Miss Allie Lee.
728. Flowers, Miss H. Grace.
729. Howland, Miss Louise D.
730. Perry, Miss Grace E.
731. Peterson, Miss Lorena O.
732. Summer, Miss Willie.
733. Williams, Miss Emily L.
734. Willis, Miss Bertha I.
735. Gault, Miss Bessie P.
736. Reynolds, Miss Odessa.
737. Guthrie, Miss Nettie M.
738. Roberts, Mrs. Ruby.
739. Whidden, Mrs. Bethel.
740. Akard, Miss Ida Florence.
741. Blanton, Miss Lona Belle.
742. Griffin, Miss Rowena.
743. Henderson, Edwin L.
744. Scruggs, W. M.
745. Sherwood, Miss Jeslyn B.
746. Wingate, Miss Verna E.
747. Wilder, Miss Yide.
748. Aman, Miss Minnie O.
749. Bryan, Miss Ophelia.
750. McDonald, Miss Wilma.
751. Ragan, Miss Sarah E.
752. Savage, Miss Una M.
753. Godwin, Miss Jewell.

No.
754. McGuire, Miss Juanita.
755. Wilkerson, Thomas E.
756. Brown, Mrs. Nettie.
757. Gillis, Miss Orene.
758. Henderson, Miss Crealous.
759. Nelson, Arch B.
760. Ringo, Miss Rosemary.
761. Varn, Miss Mattie L.
762. McEwen, Miss Dora N.
763. Arenburg, Mrs. Firsie.
764. Browning, A. T.
765. Dickenson, Mrs. Rosa.
766. Williams, Mrs. Mae H.
*767. Reddick, John A.
*768. Richardson, Mrs. Ella J.
*769. Trammell, Miss Ora D.
*770. Allen, Miss Marguerite E.
*771. Blocker, Isaiah.
*772. Burney, Miss Elzona.
*773. Fogartie, Mrs. Holland A.
*774. Green, Mrs. Jessie N.
*775. Hart, Mrs. Madeline S.
*776. Johnson, Mrs. Minnie S. E.
*777. Jones, Mrs. Ophelia G.
*778. Lee, Mrs. Jerusha B.
778½. Downing, Miss Clara B.
*779. Little, Mrs. Annie L.
*780. Lloyd, Miss Pauline V.
*781. Nelson, Mrs. Corietta W.
*782. Pollock, A. W.
*783. Robeson, Miss Mollie M.
*784. Rutledge, Mrs. Wilhelmina J.
*785. Tyson, Miss Adrianna N.
*786. Walker, Miss Mary E.
*787. Wiles, O. F.
788. Hamilton, Richard.
789. Johnson, Miss Addie.
790. Pope, Miss Fannie.
791. Truex, W. W.
792. Bailey, Miss Clarice.
793. Doke, Miss Zemla.
794. Edwards, Miss Etheline.
795. Giddens, Miss Ruth M.
796. Lewis, Miss Pearl.
797. May, Mrs. Leona.
798. Robinson, Miss Elise.
799. Robinson, Miss Caroline A.
800. Smith, Miss Pearl C.
801. Randolph, Mrs. May.
*802. Brown, Mrs. Minnie Lee.
*803. Sanders, Mrs. Ella J.
804. Anderson, Miss Gertrude.
805. Fisher, Mrs. Lucy D.
806. Gardner, Miss Olive G.
807. Jones, Mrs. Gussie W.
808. Kaminer, Mrs. Emma K.

*Negro.

No.
809. Kingston, Miss Winifred.
810. Monson, Miss Kate.
811. Morrison, Miss Daisy B.
812. Owen, Miss Ida T.
813. Robinson, Miss Annie Belle.
814. Sikes, Mrs. Mardel.
*815. Papino, Mrs. Blanche T.
816. Jones, Miss Ethel S.
817. Potter, W. H.
*818. McKinney, Miss Theodosia V.
*819. Tyson, Mrs. Janie S.
820. Barnhart, Mrs. Nancy P.
821. Davis, Delbert F.
822. Gainer, B. F.
823. Thompson, Miss Clara.
824. Dickinson, Mrs. Carlena.
825. Tooke, Miss Carrabelle.
826. Watson, Miss Mildred.
827. Crum, Miss Johnie.
828. Fouraker, Miss Hattie.
829. Higginbotham, Miss Delia.
830. Horton, Mrs. Cloe.
831. Manning, Miss Effie.
832. McCall, Alexander.
833. Phelps, Miss Myrtie.
834. Summers, J. Ray.
835. Adams, Miss Mildred.
836. Barrs, Miss Minnie.
837. Boyd, Miss Catherine.
838. Cockrell, Miss Susan.
839. Cureton, Miss Elizabeth.
840. Davis, Miss Mamie E.
841. Goertz, Miss Clare M.
842. Goulding, Miss Alice E.
843. Harris, Miss Hortense.
844. Howell, Miss Bernice.
845. Lanier, Miss Bessie.
846. Lanier, Miss Vallie E.
847. Robertson, Miss Margaret E.
848. Rude, Miss Bertha B.
849. Sanders, Mrs. Bertha T.
850. Stevens, Mrs. Ethel B.
851. Woods, Miss Isabel F.
852. Barbour, Miss Agnes B.
853. Blount, Mrs. Jimmie L.
854. Fromberger, Miss Sidney F.
855. Henson, Miss Una Effie.
856. Kerfoot, Miss E. Gladys.
857. McMillan, Miss Thelma S.
858. Pritchard, Miss Alice P.
859. Reece, Miss Kathryn.
860. Trible, Miss Mary E.
861. Turner, Miss Mamie L.

No.
862. Warriner, Miss Laura S.
863. Williams, Miss Sara M.
*864. Brown, Miss Pauline.
*865. Hudnell, Mrs. Maggie L.
866. Ashley, Miss Julia J.
867. Bell, Miss Charlotte H.
868. Bielling, Miss Delah S.
869. Browning, Miss Rubie E.
869½. Briggs, Miss Dorothy.
870. Freidman, Miss Laura F.
871. Hull, Cecil F.
872. McLeod, Miss Edna G.
873. Taylor, Miss Lena.
874. Thomas, Miss Jessie.
875. Weest, Mrs. Laura B.
876. Alexander, Mrs. Lanie.
877. Arrington, Miss Mary Etta.
878. Baldwin, Mrs. Annie.
879. Barry, Miss Janie I.
880. Beach, Miss Bessie.
881. Belcher, Miss Aileen.
882. Dannenmann, Miss Irma.
883. Douglass, Miss Kate.
884. Fuqua, Miss Ella A.
885. Harrison, Miss Kathryn J.
886. Highsmith, Miss Edith.
887. Hodges, Miss Leola.
888. Jones, Mrs. Mamie A.
889. Kite, Mrs. Gertrude E.
890. Leivonen, Miss Lydia E.
891. Matthews, Miss Ella B.
892. McKinstry, Miss Belle F.
893. O'Steen, Miss Opal.
894. Puterbaugh, Miss Hallie M.
895. Rhodes, Miss Inez.
896. Rooney, Mrs. Bessie L.
897. Rushton, Miss Edith F.
898. Schneider, Mrs. C. M.
899. Thomas, Miss Elma.
900. Wetherbee, Miss Leta A.
*901. Jenkins, Alvin O.
*902. Brown, Miss Lucile G.
*903. Rowe, D. W.
*904. Sulcer, Mrs. Ella L.
905. Bradshaw, Miss Mary P.
906. Hall, Miss Luella C.
907. Boyette, Miss LaRay.
908. Chapman, Miss Sarah.
909. Coker, James A.
910. Cole, Miss Elizabeth.
911. Crowe, Mrs. Esther.
912. Davis, Mrs. Jane A.
913. Durham, Mrs. Lila.
914. Griffin, Miss Leacy.

*Negro.

No.
915. Hollingsworth, Mrs. Alma E.
916. Horn, Miss Elsie B.
917. Kelly, Miss Grace.
918. King, Miss Ethel.
919. Perry, Miss Mildred.
920. Polen, Fred W.
921. Rasch, Mrs. Catherine.
922. Richards, Miss Clyde.
923. Robinson, Mrs. Lillie.
924. Rutherford, Miss Emma.
925. Shaver, Miss Faustine L.
926. Smith, Miss Iris N.
927. Smith, Miss Minnie Lee.
928. Wilson, Miss Jacquette.
929. Yates, Miss Rosa Mae.
930. Larkins, Miss Jessie C.
*931. Brown, Mrs. Minnie L.
*932. Major, Anthony J.
*933. Orr, Mrs. Sallie L.
*934. Tomlin, Mrs. Lizzie E.
*935. Turner, Miss Elsa A.
936. Ausley, Miss Pearl A.
937. Hamilton, Mrs. Fannie E.
938. Smith, Miss Mabel.
939. Cripe, Miss Lottie.
940. Dew, Edwin S.
941. Mimman, Mrs. Myrtle.
942. Smith, Miss Sara F.
943. Turner, Miss Mildred.
*944. Dansby, T. D.
945. Anderson, Miss Margaret.
946. Florence, Miss Mary.
947. Gautier, Mrs. Belle W.
948. Grimes, Miss Ruth E.
949. Johnson, Mrs. Emma.
950. McGrath, Miss Ethel.
951. Overstreet, Mrs. Florrie L.
*952. Black, Mrs. Susie J.
*953. Hunter, Miss Sadye Mae.
*954. Henderson, Mrs. Martha G.
*955. Wooden, Mrs. Ethel E.
956. Lewis, E. A.
957. Moseley, Miss Edd.
958. Wheeler, Joseph D.
959. Barcus, Mrs. M. Louise.
960. Bailey, J. E.
961. Ewing, Edwin.
962. Goodbread, Mrs. Maggie.
963. Goodbread, Miss Muriel M.
964. Shuflin, Miss Ada E.
965. Thomas, Mrs. Bessie.
*966. Hunter, Hayes H.
967. Forbes, Miss Sarah A.
968. Gitchell, Mrs. Cora J.
969. Hayden, Miss Dorothy O.

No.
970. Myrick, Miss Aldah.
971. Whitlock, Mrs. Grace.
972. King, J. C.
973. Baker, Miss Rose.
974. Cobb, Miss Maude B.
974½. Avant, Miss Stella.
975. Beck, Miss Luella.
976. Calhoun, Mrs. Derlie.
977. Herring, Miss Frost.
978. Lee, Mrs. Ima Louise.
979. McConnell, Miss Nellie.
980. McKenzie, Miss Cornelia.
981. Munn, Miss Gertrude.
982. Perry, Mrs. Malinda.
983. Perryman, Miss Bessie.
984. Phillips, Mrs. Ruby P.
985. Rice, Miss Elsie.
986. Tyler, M. C.
987. Wheeler, Mrs. Nora.
988. Albritton, Miss Mertice J.
*989. Phillips, Miss Alverta L.
990. Bulford, Miss Amy.
991. Davis, Mrs. Emma M.
992. Dopson, Walter A.
993. Hill, Marvin S.
994. Hogg, Mrs. Myrtle.
995. Jewett, Mrs. Edith S.
996. Knight, Thomas J.
997. McNamara, Miss Mary J.
998. Owen, Miss Lois.
999. Spencer, Mrs. Elizabeth V.
1000. Leisher, Miss Kathryn S.
1001. Wyse, John H.
1002. Brown, Mrs. Mabel L.
1003. Dean, Mrs. Lucy R.
1004. Ewing, Miss Ellen E.
1005. Carlin, Mrs. Mary F. B.
1006. Lloyd, Miss Ruth.
1007. Ragsdale, Miss Agnes E.
1008. Spindler, Miss Clara B.
1009. Theegarten, Miss Elsie M.
*1010. Chandler, Miss Gertrude R.
*1011. Bonner, Miss Gladys B.
*1012. Story, Mrs. Daisy M.
1013. Kerfoot, Miss Sylvia H.
1014. Cooper, Miss Jessie.
1015. Mussett, Miss Lucile.
1016. Rice, Mrs. Alice T.
1017. Roberts, Miss Norene.
*1018. Dansby, Mrs. Olive B.
1018. Carey, Miss Mariam E.
1019. Albury, Miss Floriette.
1020. Bethel, Miss Magdalene.
1021. Campbell, Miss Neely.
1022. Hudson, Miss Mildred M.
1023. Thornton, Miss Louise E.

*Negro.

No.
1024. Anderson, Miss Loca.
1025. Atkins, Mrs. Christina.
1026. Barton, Miss Margarett M.
1027. Baughan, Miss Zelma.
1028. Beaty, Mrs. Edith R.
1029. Carr, Miss L. Madge.
1030. Cline, Mrs. Retha E.
1031. Coleman, Miss Frances M.
1032. Deitz, Mrs. Anna C.
1033. Durden, Miss Janet.
1034. Earl, Thos. A.
1035. Ellinboe, Mrs. Anna.
1036. Ensign, Miss Elizabeth E.
1037. Fogg, Mrs. Annie.
1038. Fortner, Henry D.
1039. Fowler, Miss Annie E.
1040. Gregg, Miss Alice V.
1041. Lane, Miss Ethel.
1042. Lynch, Miss Marie.
1043. McCart, Miss Alamae.
1044. McKee, Miss Aline.
1045. Miller, Miss Katherine.
1046. Nippart, Miss Helen E.
1047. Pickering, Miss Edna L.
1048. Reno, Miss Ethel.
1049. Roberts, Miss Margaret.
1050. Skeldon, Miss Wallace.
1051. Spencer, Miss Ina L.
1052. Stark, Miss Bernice.
1053. St. Clair, Miss Lois S.
1054. Vining, Everette D.
1055. Wall, Miss Amelia.
1056. Weatherford, Miss Nelle.
1057. Baker, Gordon E.
1058. Stroup, Miss Faylyn.
1059. Coffin, Geo. W.
1060. Driggers, Mrs. Allie M.
1061. DuBose, Wm. A.
1062. Pearson, Mrs. E. C.
1063. Rivers, Mrs. Anne.
1064. Curry, B. H.
1065. Priest, Clyde.
1066. Randall, Miss Gladys.
1067. Williams, Mrs. Rosa Belle.
1068. White, Henry A.
*1069. Harris, Mrs. Mamie.
*1070. Luteman, Mrs. Mamie H.
1071. Griffis, Miss Violetta.
1072. Runyan, Miss Lucile.
1073. Penn, Miss Elizabeth M.
*1074. Frazier, Mrs. Bessie P.
1075. Alderman, B. J., Jr.
1076. Blacklock, Mrs. Adelia J.
1077. Graham, Miss Mary.
1078. Taylor, James I.
1079. White, Miss Mary.
1080. Braren, Mrs. Emma.

No.
1081. Byrons, Mrs. Frances.
1082. Field, Miss Mae.
1083. Hurley, Mrs. Burnice P.
1084. Little, Miss M. Gertrude.
1085. Shoell, Mrs. Margaret.
*1086. Murray, Robert G.
1087. Anderson, Miss Eloise.
1088. Chalker, Miss Vera Mae.
1089. Fain, Miss Lena Ellen.
1090. Fisher, Miss Alice H.
1091. Fulgham, Miss Ethel.
1092. Johnson, Miss Artie.
1093. Martin, Miss Sallie V.
1094. Meeks, F. D.
1095. Paramore, Miss Edith.
1096. Stanton, Miss Hassie L.
1097. Child, Miss Ruth.
1098. Potter, Robert A.
1099. Ripple, Mrs. Anna.
1100. Armstrong, Mrs. Maude I.
1101. Caldwell, Mrs. Vira T.
1102. Goldsby, Miss Eula M.
1103. Harden, Mrs. Leona.
1104. McCord, Dan W.
1105. Schloh, Mrs. Frances H.
1106. Spaulding, Mrs. Bertha H.
*1107. Pindar, Geo. A.
1108. Johnson, Miss Winnie.
1109. Baum, Mrs. Edna P.
1110. Baum, Edward E.
1111. Carlton, Mrs. Eva.
1112. Gillette, Miss Mae.
1113. Luney, Miss Mildred.
1114. Richards, Mosely C.
1115. Richards, Mrs. M. Low Vina.
1116. Wilkison, Mrs. Fredrika W.
1117. Bates, Miss Ida.
1118. Getman, Miss Florence M.
1119. Roberts, Mrs. Rachel Wood.
1120. Skeen, Mrs. Nelle C.
1121. Homes, Carson T.
1122. Beeman, Mrs. Myrtle A.
1123. Maxwell, Miss Oneida.
1124. Townsend, Miss Zola D.
1125. Tucker, Miss Lila.
1126. Henderson, Miss Bertha.
1127. Cook, Mrs. Eddie Rowls.
1128. Mayfield, Mrs. Mary K.
*1129. Roulhac, Miss Patience.
1130. Shirley, Mrs. Nellie.
1131. Wright, James M.
1132. Baker, Miss Hazel F.
1133. Belcher, Miss Frances.
1134. Bly, Miss Mabel A.
1135. Brinker, Mrs. Mary E.

*Negro.

No.
1136. Finney, Miss Gertrude.
1137. Getz, Mrs. Edith M.
1138. Jones, Miss Hettie L.
1139. Kellogg, Miss Mary C.
1140. McDonald, Miss Vista.
1141. Pygall, Miss Mae.
1142. Thorpe, Mrs. Elizabeth.
1142. Newsome, Wm. T.
1143. Crosier, Miss Lura N.
1144. Gaston, E. S.
1145. Meeks, O. N.
1146. Sikes, Mrs. Annie.
*1147. Keller, I. J.
1148. Benson, Mrs. Lizzie.
1149. Ward, Mrs. Olive.
1149. Woods, Mrs. Florence.
1150. Bailey, Miss Ethel E.
1151. Fowler, Wm. M.
1152. Lewis, Miss Evelyn.
1153. McLean, Miss Elizabeth.
1154. Sensiba, Miss Georgia.
1155. Smith, Mrs. Lillian C.
1156. Kennedy, Miss May.
1157. Arnett, Miss Hettie.
1158. Chenault, Mrs. Lettie W.
1159. Coulter, Mrs. Harriet S.
1160. Heini, Mrs. Pauline H.
1161. Mayo, Mrs. Hattie M.
1162. O'Hara, Schley W.
1163. St. Clair, Miss Rubie.
1164. Trombley, Miss Vaneti M.
1165. Truman, Miss Helen P.
1166. Young, Miss Ruth O.
1167. Smedley, Miss Mamie E.
1168. Marshall, Miss Mildred M.
1169. Avery, Miss Nell P.
1170. Gauthier, Miss Mary E.
1171. Gonce, Miss Helen L.
1172. Guyton, Miss Florence C.
1173. McRoberts, Miss Ida.
1174. Ravenel, Miss Estelle S.
1175. Rogers, Miss Eva Jane.
1176. Yocke, Mrs. Netta F.
1177. Ake, Almont.
1178. Mitchell, Miss Lenita N.
1179. Bearden, Miss Edna.
1180. Crowe, Miss Daisy.
1181. Davis, Mrs. Ruth.
1182. Frye, Mrs. Ina C.
1183. LeRoche, Mrs. Marian H.
1184. Lewis, Mrs. Mary L.
1185. Lovvorn, Joseph E.
1186. Valentine, Miss Marian.
1187. Lane, Mrs. Carrie A.
1188. Polk, Miss Myrtice L.
*1189. Smith, J. H. A.
1190. Benson, Miss Beulah L.

No.
1191. Jacobs, Mrs. Minette.
1192. Smith, Mrs. Clara K.
1193. Bledsoe, Mrs. Deborah E.
1194. Brantley, Newnan A.
1195. Peeples, Mrs. Bessie.
1196. Yates, Mrs. J. L.
1197. McKeown, Mrs. Lillian.
1198. Fiquett, Mrs. Nettie T.
1199. Long, Mrs. Fannie W.
1200. Watson, Miss Katherine.
1201. Goodman, Miss Cleo.
1202. Hartsfield, Laurie P.
1203. Kickliter, Bryan.
1204. Kickliter, Grady.
1205. Mears, J. M.
1206. Scott, Isaac E.
1207. Steele, Allen C.
1208. Thompson, Rondeau B.
1209. Ward, Miss Ada.
1210. Whitton, Hiram.
*1211. Young, Mrs. Catherine A.
1212. Pittman, Miss Aurora L.
1213. Andrews, Alva C.
1214. Bucknell, Miss Alice.
1215. Hester, Mrs. Annie B.
1216. Pumphrey, Mrs. Ann Mary.
1217. Russ, Theron F.
1218. Watson, Beechem L.
*1219. Call, Charles F.
*1220. Hamilton, Miss B. Beatrice.
1221. Killam, Mrs. Marie.
1222. Walker, Mrs. Clara B.
1223. Barber, Miss Ola.
1224. Buchanan, Mrs. Elizabeth W.
1225. Cochran, Miss Allie B.
1226. Gray, Mrs. Elizabeth.
1227. Hazen, Miss Phyllis J.
1228. McDonald, Miss Mary E.
1229. Padgett, John B.
*1230. Belfon, Mrs. Frankie T.
*1231. Benbow, Mrs. Dinah.
*1232. Morgan, Rosalie B.
*1233. Worth, Johnson.
*1234. Worthy, Mrs. Emily T.
1235. Logan, Miss Abbie.
1236. Bryant, Miss Oveida.
1237. Hammett, Miss Elsie E.
1238. Hendricks, Miss Annie M.
1239. Pitts, Miss Nannie.
1240. Vaughan, Miss Sallie L.
1241. Frierson, Miss Lula Mae.
1242. Pedigo, Miss Louise.
1243. Albritton, Jeremiah P.
1244. Flewellen, Miss Ludie S.
1245. Fulford, Mrs. Tymie.

*Negro.

No.
1246. Graham, Miss Annie Laurie.
1247. Moseley, Mrs. Rebecca S.
1248. Roseborough, Miss Inez.
1249. Rowlett, Miss Iva M.
1250. Wood, Mrs. Kate Ware.
*1251. Hamilton, Miss Kittie M.
*1252. Hogan, Mrs. Osceola B.
*1253. Holmes, Mrs. Rosa A. E.
*1254. Morrell, Miss Nancy C.
*1255. Scott, Mrs. Julia.
1256. Allen, Miss Bessie.
1257. Clegg, George R.
1258. Johnson, Miss Sadye B.
1259. Carlton, Miss Flossye.
1260. Millar, Miss Virginia.
1261. Ralls, Miss Ella.
1262. Ridder, Miss Esther L.
1263. Thigpin, Miss Eleanor Lee.
1264. Baldwin, Mrs. John.
1265. Guthrie, Miss Nettie.
1266. Mason, Miss Doris.
1267. Buckels, Miss Naomi.

No.
1268. Henderson, Herman H.
1269. Johnson, Alvin J.
1270. Kinsey, Daniel A.
1271. Mitchell, Horace F.
1272. Nichols, Robert C.
1273. Wigelsworth, Miss Amanda E.
1274. Edwards, Miss Claudia B.
1275. Feagle, Mrs. Edna Lee.
1276. Harrelson, Miss Ellie Mae.
1277. Kemp, Miss Claudia B.
1278. Richardson, Miss Gertrude.
1279. Walker, Miss Jessie I.
1280. Whitty, Miss Gussie B.
1281. Zipperer, Mrs. Dona.
1282. Zipperer, Mrs. Mary McCall.
*1283. Mitchell, Miss L. R.
1284. Milton, Miss Maude N.
1285. Lawhon, Miss Annie L.
1286. Pittman, Miss Mattie.
1287. Pope, Mrs. Maggie S.
1288. Thompson, Johnny M.

First Grade Certificate Holders.

Valid July 1, 1920.

Requirements for:

First Grade.—"Any eligible applicant passing a satisfactory oral and written examination on the subjects prescribed for a second grade certificate and on physical geography and algebra, and making an average grade of 85 per cent., with a grade on no subject below 60 per cent., shall receive a first grade certificate valid for five years from date of issue, except as otherwise provided in this Act."—Sec. 10, Chap. 7372.

The names of those whose certificates have been converted into Life First Grade are stricken from this list.

No.
1. Feagle, Wm. B.
2. Banes, Miss Amy H.
3. Mercer, Mrs. Leonard P.
4. Howell, Miss Sabilla R.
5. Florence, Miss Lovee.
6. Bledsoe, Miss Emmie F.
7. Stokely, Miss Jimmie.
8. Hasty, Miss Bertha L.
9. Croft, Wm. D.
10. Holbrook, Miss Dorothy A.
11. Mercer, L. P.
12. Crawford, Miss Mary M.
13. Nelson, Clarence W.
14. Lapp, Miss Winona E.
15. Neal, Miss Martha H.
16. Pearson, Mrs. Helen R.

No.
17. Steedly, Hubert F.
18. Reagan, Mrs. M. Julia.
19. Sims, Miss Viva.
20. Williams, Miss Nellie.
21. Abel, Mrs. Mary D.
22. Lowry, Miss Josie.
23. Callahan, Ralph E.
24. Webb, Mrs. Edith J.
25. Whitlock, Clarence F.
26. Clement, Miss Gertrude.
27. Grainge, Mrs. Mary B.
28. Edwards, Miss Ethel J.
29. Davison, Miss Esther.
30. Gould, Miss Nellie.
31. Wells, Miss E. Ruth.
32. Green, Miss Mary W.

*Negro.

No.
33. Johnson, James G.
34. Young, Samuel F.
35. Potter, Walter R.
36. Clark, Miss Lessie Mae.
37. Byrd, Miss Flossie A.
39. Shrivalle, Mrs. Eva A.
40. Strickland, Miss Stella.
41. Bishop, T. Bernard.
42. Moore, Wm. J.
43. Hensley, Mrs. Hattie S.
44. Barnett, S. Park.
*45. Davis, Miss Ernestine E.
*46. Edwards, Miss Marie E.
47. Lewis, Mrs. Edith N.
48. Hazard, Miss Mabel E.
49. McCay, Miss Harriet E.
50. Tate, Miss Ethel L.
51. Allensworth, Miss Josephine F.
52. Thomason, Miss Willie I.
53. Gibson, Mrs. Tillie M.
54. Fillers, Mrs. A. H.
*55. Hampton, Walter H.
56. Nelson, Miss Jessie F.
57. Kelso, Miss Mabel M.
58. Smith, Mrs. W. O.
59. Dalton, Miss Mabel.
60. Seichrest, Robt. E.
61. Riden, Miss Manie.
62. Jones, Miss Frances M.
63. Brinson, Miss Mabel.
64. Battaile, Miss Marie.
65. Ivey, Frederic M.
66. Todd, Chas. M.
67. Chatterton, Miss Ruth M.
68. Wheeler, Miss Verna B.
69. Niswonger, Miss Iva.
70. Tatlow, Miss M. Jane.
71. Barker, Miss Mabel.
72. Cade, Miss Mattie C.
73. Walker, Chas. H.
74. Wilkey, Miss Kathryn.
75. Souter, Miss Shelton.
76. Chapman, Miss Louise.
77. Voris, Miss Mildred.
78. Wheeler, Forest A.
79. Crist, Mrs. Anna S.
80. Whitehead, Carmie E.
81. Barnes, James T.
82. Hait, Kenneth B.
83. Littleton, Jesse T.
*84. Corley, Charles H.
85. Franklin, Miss Claribel.
86. Clark, Miss Halys.
87. Smith, Miss Mary C.
88. Campbell, Mrs. M.
89. Wilkinson, John B.

No.
90. McMillan, Miss Beryl.
91. Peaden, Miss Abbie L.
92. Bogue, Miss Ruth.
93. Mann, Orion W.
94. Kendall, Miss Amelia R.
95. Carrier, Mrs. Alice B.
96. Donoho, Mrs. Kate K.
97. Walden, Mrs. Darrie.
98. Jordan, Miss Corinne.
99. Wilson, Miss Ella.
100. Hay, Miss Ella Mae.
101. Reagan, Mrs. Elizabeth.
102. Bates, Jas. W.
103. Burnett, Miss Minnie.
104. Rice, Miss Genie.
105. Hays, Miss Joy.
106. Stivender, Mrs. Elizabeth H.
107. Willett, J. Ernest.
108. Huber, Mrs. Ruth.
109. Ivey, Miss Christine.
110. Tarboux, Miss Marie.
111. Miller, Mrs. Eleanor.
112. Cabot, Mrs. Margaret.
113. Brock, Miss Marie.
114. Ingram, Miss Victoria.
115. Ewing, Miss Katherine.
116. Henderson, Miss Lucile.
117. Himes, Miss Alice M.
118. Pope, Miss Anna E.
119. Henderson, Miss Susie.
120. O'Neal, Miss Kathryn G.
121. Percival, Miss Nina I.
122. Collins, Samuel L.
123. Revels, Fred O.
124. Gideons, John W.
125. Rogers, Rev. Simeon W.
126. Davison, Miss Ruth A.
127. Park, Miss Mary L.
128. Coleman, Miss Victoria.
129. Bryan, Mrs. Pearlie E.
130. Wooldridge, Miss Cleo.
131. Burch, Mrs. Mary E. N.
132. Weatherly, Miss Hazel.
133. Howell, Miss Janie.
134. Miller, Miss Isabel.
135. Watson, Miss Elva.
136. Dees, Miss Werna.
137. Akins, Miss Hattie.
138. Burry, Miss Gladys S.
139. Cox, Miss Anita M.
140. Crocker, Miss Alice F.
141. Cubberly, Mrs. M. Etta.
142. Diggs, Miss Naomi.
143. Holiday, Miss Minnie.
144. Hill, Miss Maud.
145. Little, Miss Ercel E.

*Negro.

No.
146. Mayo, Miss Newell.
147. Miller, E. H.
148. Pomeroy, Miss Margaret H.
149. Rice, Mrs. Bessie L.
150. Shealy, Miss Una.
151. Stock, Jos. W.
152. Scales, Miss Margaret L.
153. Schneider, Miss Elsa B.
154. Shane, Milton S.
155. Whidden, Miss Stella.
*156. Houston, Mrs. Elizabeth B.
157. Atwater, Miss Rossie L.
158. Bosdell, Miss Allie M.
159. Bosdell, Miss Lillian A.
160. Bigelow, Miss Agnes J.
161. Creary, Miss Julia E.
162. Davis, Miss Maude B.
163. Faus, Miss Lena Mae.
164. Gay, Mrs. Annie B.
165. Hutchinson, Miss Margaret. L.
166. Haile, Miss Dorothy C.
167. Jones, Mrs. Maude F.
168. Jackson, Miss Jewell.
169. Oliver, Miss Luna M.
170. Robinson, Miss Ethel A.
171. Rodgers, Miss Nattie P.
172. Ware, Mrs. L. E.
173. Hart, Miss Carrie M.
174. Holloway, Miss Dorothy A.
175. Howell, Miss Georgia.
176. Jacobie, Miss Constance M.
177. Kicklighter, J. F.
178. Kicklighter, Mrs. Materia F.
179. McDaniel, Miss Pearle.
180. Parrish, Miss Mattie.
181. Trammell, Mrs. Elizabeth.
182. Anderson, Miss Myrtle M.
183. Anderson, Miss Margaret M.
184. Bearss, Miss Q. Esther.
185. Cameron, Mrs. Sallie D.
186. Crowe, Miss Margaret H.
187. Clyburn, Miss Nellie.
188. Daniel, Charles R.
189. Earley, Miss Helen C.
190. Frierson, Miss Anna.
191. Frierson, Miss Marguerite.
192. Hansen, Miss Isabel.
193. Harrison, Miss Margaret A.
194. Lewter, Miss Laura L.
195. Peters, Mrs. Alice K.
196. Robinson, Mrs. Rilla A.
197. Ramsey, Mrs. Nelle S.
198. Smith, Miss Emma B.

No.
199. Williams, Joseph E.
200. Yancey, Miss Sara W.
201. Anderson, Miss Philippa G.
202. Britte, Miss Annie S.
203. Collins, Mrs. Berchie E.
204. Cole, Miss Eva W.
205. Holliday, Miss Achsabel.
206. Meek, Mrs. Ida Z.
207. Bauskett, Miss Sophie.
208. Burns, Miss Bertha L.
209. Fair, Mrs. Eugenia.
210. Loy, Miss Mertle.
211. Morgan, Miss Annie R.
212. Nelson, Miss Louise.
213. Rhoden, Walter R.
214. Burts, Miss Estelle.
215. McDaniel, Miss Leila.
216. Phillips, Miss M. Alice.
217. Chalker, Mrs. Hattie M.
218. Ramsey, Mrs. Louise G.
219. Dewees, George B.
220. Glidewell, Miss Grace M.
221. Ireland, Miss Mary.
222. Roberts, Miss Hazel L.
223. Redding, Miss Alleyne.
224. Shelley, James W.
225. White, Mrs. Bertha H.
226. McCall, J. D.
227. Boehme, Mrs. Mary P.
228. Smallwood, Enoch.
229. Anderson, Miss Nell V.
230. Robinette, Mrs. Ida.
231. White, Miss Lela.
232. Boone, Mrs. Ethel L.
233. Mead, Mrs. Christine H.
234. Ramey, Miss Leah M.
235. Stanfill, Maurice E.
236. Dickens, David.
237. Mecklin, Miss Evelyn.
238. Casey, Miss Emma.
239. Claxon, Miss Grace.
240. Wilson, Miss Margaret E.
241. Adams, Miss Sara.
242. Allensworth, Miss Lucy.
243. Benson, Miss Olga D.
244. Cass, Mrs. Agnes R.
245. Fahrenhold, Mrs. Bonnie K.
246. Howell, L. D.
247. Mitchell, Miss Lorean.
248. Ozanne, Mrs. Cornelia R.
249. Pollard, Miss Florence M.
250. Weaver, Miss Lella Mae.
251. Edris, Mrs. Carrie N.
252. Chambers, Miss Willie A.
253. Carter, Edgar W.
254. Caulk, Miss Eva G.

*Negro.

No.
255. King, Mrs. Nellie.
256. Redenbo, Mrs. C. Cecilia.
257. Griffin, Noah W.
258. Lockette, John A.
259. Turner, Thos. J.
260. Wilson, James M.
261. Kelsey, Mrs. Jessie.
262. Ingraham, Mrs. Maude.
263. Jeffcot, Miss Kate L.
264. Hendry, Miss Ruby.
265. Kinney, Miss Myrtle M.
266. Rogers, Mrs. Susa D.
267. Maige, Miss Edna M.
268. Bradfield, Miss Edna.
269. Horne, Mallory F.
270. Milton, Miss Eva.
271. Sister Anna Marie.
272. Fridley, Guy V.
272½. Martin, Mrs. Antoinette.
273. Vicary, Mrs. Lottie E.
274. Parker, Mrs. Celeta.
275. Williams, Miss Iva R.
276. Soper, Mrs. Isabella F.
277. Thornquist, Ernest.
278. Carlton, Boyd.
279. Heacock, Miss Loretta.
280. Ramsey, Ralph L.
281. Wysong, Wm. H.
282. Belyen, Miss Jennie L.
283. Hare, Clarence L.
*284. Pittman, Lucius C.
285. Shuler, Edward L.
286. Lent, Miss Elizabeth.
287. Loop, Miss Stella.
288. McArthur, Miss Gertrude.
289. Niswonger, Miss Edyth.
290. Schuck, Mrs. Iris O.
291. Cooper, Miss Vivian I.
292. Henderson, Miss E. Pauline.
293. Marshburn, Mrs. C. B.
294. Reed, Miss Berdena M.
295. Clayton, E. A.
296. Stokes, Miss Abbie.
297. Holloway, Miss Augusta Y.
298. Priest, Horace S.
299. Wood, Miss Augusta L.
300. Trottman, Warren E.
*301. Espy, James A.
302. Barrett, Miss Mertie M.
303. Cordell, James J.
304. Kirkman, Mrs. Rachael.
305. Lee, Mrs. Ruby M.
306. Martin, Miss Frances.
307. Rice, Miss Lora.
*308. Houston, Mrs. Zalie E.
309. Groves, Miss Minnie.
310. Hodges, Miss Myra.

No.
311. Seabury, Vernon H.
312. Tanner, Miss Julia S.
313. Edwards, Mrs. Lemmie B.
314. Milton, Mrs. Margaret I.
315. Alderman, Mrs. Ruby.
316. Britt, Miss Frances E.
317. Farabee, T. N.
318. Groom, Miss E. Estella.
319. Hinton, Arthur K.
320. Hinton, Mrs. Fannie.
321. Horrell, Miss Blanche E.
322. Jernigan, Miss Vivian.
323. Mobley, Mrs. Martha I.
324. Moffatt, Miss L. Alline.
325. Murphy, John F.
326. Wickwire, Miss Gladys.
327. Cobb, Miss Orrie.
328. Conner, James M.
329. Everett, Miss Clifford L.
330. Hudson, Mrs. Frankie.
331. Jackson, Andrew E.
332. Langley, Miss Minnie.
333. Robinette, Miss Velma.
334. Sharpton, Chas. C.
335. Johnson, Miss Clara E.
336. Martin, Jas. I.
337. Smith, Miss J. Irene.
338. Ayers, Miss Alice R.
339. Ayers, Miss Dora J.
340. Curington, Miss Mary E.
341. Lee, Miss Minnie.
342. O'Berry, Edmund B.
343. Carswell, Mrs. Verdie C.
344. Blanton, Miss Lona Belle.
345. Hentz, Miss Elberta J.
346. Gessel, Miss Gladys.
347. Brown, Miss Ruby.
348. Clayton, Miss Etha.
349. Hopkins, Green B.
350. Anderson, Miss Lucretia S.
351. Bremen, M. N.
352. Christopher, Mrs. Alma M.
353. Compton, Mrs. Maude.
354. Dilzer, Miss Julia.
355. Frese, Miss Antoinette.
356. Hunter, Miss Edith.
357. Kramer, Miss Lillie C.
358. Milling, Miss Ellie Hugh.
359. Milton, Miss Marguerite L.
360. Smith, Miss Lorena.
361. Southerland, Miss Ruth.
362. Stanton, Miss Lenamay.
363. Thrasher, Miss Vera.
364. Vanderipe, Miss Mildred F.
365. Williams, Miss Richie.
366. Williams, Mrs. Rosa L.
367. Sister Marie Annunciata.

*Negro.

No.
368. Bailey, Miss Mary T.
369. Christiansen, Miss Harriet.
370. Colson, Miss Ottie M.
371. Connor, Miss Miriam.
372. Ferguson, Miss Sarah E.
373. Henderson, Miss Annie G.
374. Hally, Miss Nettie Louise.
375. Hooks, Miss Dorothy.
376. Lee, Graham W.
377. Love, Miss Pauline Inez.
378. Martin, Miss Olive F.
379. McEwen, Miss Carmelita B.
380. McWilliams, Miss Ruth Louise.
381. Murphy, Miss Mary T.
382. Reynolds, Miss M. Alice.
383. Stephens, Lelon F.
384. Ward, Miss Marian E.
385. Womble, Miss Whannie Sue.
386. Wylie, Miss Mattie D.
387. Bullock, Wm. J.
388. Duncan, Miss Marcia A.
389. Faulkner, Donald.
390. Hammond, Mrs. Allie M.
391. Hackett, Mrs. Evelyn B.
392. Jones, Miss Monnie U.
393. Mather, Miss Jennie.
394. Moore, Mrs. Leila C.
395. Phillips, Mrs. Carrie.
396. Pope, Miss Fannie.
397. Pringle, Mrs. Irene.
398. Roberts, Miss Carrie Mae.
399. Roller, Mrs. Nora E.
400. Switzer, Miss Laura W.
401. Warren, Miss Bertha E.
402. Weber, Miss Eleanor E.
403. Anderson, Miss Myrtle M.
404. Burrows, Mrs. Grace M.
405. Blanton, Mrs. Minnie M.
406. Mayo, Miss Mattie Lou.
407. McNeely, Miss Ruby E.
408. Peterson, Simon.
409. Thompson, Mrs. Leila.
410. Wallace, Miss Rose Mary.
*411. Madison, Wm.
*412. Smith, Miss Ruby D.
413. Bleech, Miss Ruth.
414. Bostick, E. C.
415. Chapman, Miss Sarah.
416. Davis, Mrs. Jane A.
417. Douglass, Edward.
418. Dunham, G. W.
419. Graybeal, Miss Mattie F.
420. Shaddon, Miss Katherine K.
421. Skeen, Jimison F.
*422. Roberts, Miss Constance.
423. Hunt, Miss Anna E.

No.
425. Sturr, Mrs. Winafred.
426. Rawls, Mrs. Ruth Miller.
427. Roberts, William E.
428. Robison, Mrs. Mattie R.
429. Ward, Mrs. Athena B.
430. Hartgrove, William N.
431. Long, U. A.
432. Gaskins, Mrs. Jennie C.
433. Sweat, Thos. W.
434. Keenan, A. L.
435. Lipscombe, Miss Texie.
436. Rhodes, Miss Myrtle E.
*437. Hill, Rutherford B.
438. Ammerman, Miss Anne K.
439. Green, C. E.
440. Hooker, Mrs. H. S.
441. Mellen, Miss Jane.
442. Riggs, Miss Izora.
443. Twyman, Miss Julia.
444. Weems, Miss Flexinia.
*445. Dansby, Theodore D.
446. Ritter, Mrs. Angela H.
447. Roberts, Miss Julia A.
448. Dunne, Mrs. Ida F.
449. Hunt, Miss Jessie A.
450. Peacock, Miss Ruth.
451. St. Clair, Jas. H.
452. Cowart, Mrs. Maude E.
453. Bailey, Miss Andromache.
454. Sweet, Miss Margaret L.
455. Cureton, Miss Effie Louise.
456. Rhodes, Miss Adeline.
457. Wimberly, Mrs. Nannie.
458. Dooley, M. E.
459. Durrance, O. L.
460. Goertz, Miss Clare M.
461. Evans, Miss Margaret.
462. Hentz, Miss Eva.
463. Stanfill, Enoch M.
464. Withers, Mrs. Aubrey V.
465. Bethea, John H.
466. Bostick, Mrs. Myrtle P.
468. Edwards, Mrs. Mary L.
469. Lannom, Omer E.
470. Nelson, Miss Hazel.
471. Otto, Miss Edna I.
472. Owens, Miss Cora.
473. Bigelow, Miss Ella L.
474. Goldsby, Miss Mary Bentley.
475. Holbrook, Miss Mary.
476. Craney, Mrs. Edith May.
477. Walker, Mrs. Julia C.
478. Blair, Wilson N.
479. Blalock, Miss Laura C.
480. Kelly, Mrs. Birdie L.

*Negro.

No.
481. Russ, Ashley R.
482. Goffard, Mrs. Abbie.
483. Landers, Chas. W.
*484. Jones, William A.
485. Segree, Mrs. Nellie.
486. Litzell, Mrs. Della R.
487. Gilday, Miss Abigail.
488. Lawrence, Mrs. Edith May.
489. McDonnell, Miss Lillian.
490. Parham, Mrs. Annie T.
491. Rives, Mrs. Florence B.
492. Wheeler, Paul M.
493. Wood, Brooks.
494. Erickson, Edward James.
495. Wheeler, Joseph D.
496. Simms, Thomas Carlton.
497. Thomas, T. Shepard.
*498. Adderly, Mrs. Nettie L.
*499. Hector, Mrs. Christine B.
*500. Dixon, James Robert.
501. Walker, B. Allen.
502. Mears, George H.
503. Ross, Miss Annie Laurie.
504. Henderson, Miss Bertha.
505. McFatter, Theron K.
*506. Roulhac, Thomas J.
507. Ames, Mrs. Ethel P.
508. Bennett, Miss Hazel R.
509. Clark, Monroe E.
510. Hall, Robert L.
511. Slone, Miss Carrie Leura.
512. St. Clair, Miss Lucretia J.
513. Phillips, Mrs. Theresa F.
514. Whitley, Miss Mae.
515. Payne, Miss Alva.

No.
516. Anderson, Miss Edith M.
517. Callen, Miss Gertrude.
518. Mayes, Miss Annie C.
519. Root, Mrs. Florence S.
520. Wingate, Miss Verna E.
*521. Major, Anthony J.
*522. Sulcer, Mrs. Ella L.
523. Clegg, Miss Edith.
524. Graham, Miss Mary.
525. Miller, Miss Nellie.
526. Stephens, Miss Esther.
527. Townsend, Miss Myra.
528. Watson, Miss M. Rozelle.
529. Funk, Mrs. Alma M.
530. Henderson, Miss Mary.
531. Hull, Miss Josephine.
532. McCormick, Clarence E.
533. Adams, Miss Amanda A.
534. Brooks, Miss Corinne Mae.
535. Brooks, Miss John M.
536. DeVane, Miss Jamie Agnes.
537. Dickinson, Mrs. Carlena.
538. Folsom, Miss Inez.
539. Fralick, Miss Julia D.
540. Futch, Miss Elna.
541. Higgs, Lyman W.
542. Lewis, Mrs. Elora H.
543. Mays, Mrs. Emma A.
544. McCall, Alexander.
545. McColister, Miss Pansy L.
546. McGhin, Clarence.
547. Mobley, Miss Ruby L.
548. Rehwinkle, Miss S. Frankie.
549. Summers, J. Ray.

Life First Grade Certificate Holders.

Based on two certificates with average of each 90 per cent. or more, and 48 months' successful teaching.

Legal Requirements for:

Life First Grade.—"Any applicant filing with the State Superintendent of Public Instruction two first grade certificates, each with an average of not less than 90 per cent., the last one valid, and presenting satisfactory evidence of having taught a total of forty-eight months on the certificates filed, and as being of good moral character, faithful and successful as an instructor and disciplinarian, shall receive a life first grade certificate, valid during the life of the holder and in any part of the State."—Sec. 15, Chap. 7372.

1. Ray, Miss Olive.
2. Scott, George F.
3. Bennett, Mrs. L. A.
4. Eskridge, Mrs. Cora.
6. Lipscomb, Mrs. B. M.
7. Moore, M. T.
8. Graham, Harry E.
9. Sampey, Mrs. Frank.

*Negro.

No.
10. Reese, Miss Pauline.
11. Hall, Oliver B.
13. Gramling, Miss Mamie.
14. Mallory, C. F.
15. Gregory, Mrs. Addine.
17. Fletcher, S. B.
18. Wideman, John W.
19. Green, P. Wilson.
21. Green, Miss Carrie M.
23. Garrason, John S.
24. McClung, J. W.
25. Baughan, W. H.
26. Kennedy, W. T.
27. Moore, Miss Maud.
28. Bayley, Mrs. Emma.
30. Pepper, Miss Norma.
32. Hobbs, W. A. H.
33. Brown, J. C.
34. Cobb, Miss Winifred E.
35. Merritt, Miss Ada F.
36. Rickards, Henry.
37. Baugh, W. C.
38. Barco, Mrs. Ella LaF.
39. Swatts, H. L.
40. Stuart, Mrs. Susan C.
41. Graham, B. C.
42. Johnston, Miss Mary S.
43. Hamblen, Miss Evelyn M.
44. Elizabeth, Sister M. S.
45. Maloy, W. J.
46. Hampton, Miss Clem.
49. Rawson, Miss Eleanor M.
50. Warner, Mrs. Beulah M.
51. Rutherford, Mrs. R. B.
53. Elzey, Frank.
54. Given, O. M.
55. Gary, W. T.
56. Woodruff, P. G.
57. Hercules, A.
58. Mathews, E. I.
59. Williams, Arthur.
60. Hathaway, L. D.
62. Peper, J. E.
63. Tomlinson, Miss May.
64. Barron, Mrs. Maude.
65. Nichols, B. C.
66. Blow, Miss Apenae.
67. Longmire, Miss Rowena.
68. Wilder, Mrs. Margaret G.
69. Williams, Miss Essie May.
70. Chapman, Miss Mattie P.
71. Hodge, Miss Bertha.
72. Powers, Miss Carrie A.
73. Wicker, Miss Catherine.
74. Rhodes, Mrs. Nita O'Neal.
75. Milton, Beman.
76. Wynns, Miss Sallie D.

No.
77. Oakley, Miss Jessie.
79. Wine, W. D. G.
80. Pollock, Mrs. R. M.
81. Overhultz, J. N.
82. Hendricks, Miss Nettie.
83. Himes, Mrs. Myra Finley.
84. Mallicoat, J. T.
85. Borger, Miss Georgia.
86. Pomeroy, J. R.
87. Keathley, Norton.
89. Payne, Miss Jennie M.
90. Norton, Miss Lillian B.
91. DeLaney, Miss Eunice.
92. Bryan, Miss Lula J.
93. Mead, Miss Laura.
94. Suter, Miss Ethel.
95. Erwin, Richard W.
96. Immaculate, Sister Mary.
97. Allen, C. K.
98. Jackson, A. W.
99. DeChantal, Sister.
100. Bevis, Miss Minnie L.
101. Shuler, Miss Sallie R.
102. Wigfield, Miss Virginia.
103. Rehbinder, L. M.
104. Cobb, Miss Grace P.
105. Harwell, Miss Ellen.
106. Murphy, Mrs. A. B.
107. Turnley, Miss Mary H.
108. Noble, Miss Rose.
109. Mabbette, Miss May.
110. Cochrane, Miss Lulu.
111. Jernigan, Walter B.
112. Cate, William A.
113. Smith, Miss Bernice.
114. Newsom, Miss Lucy.
115. Geiger, Miss Lily.
116. Ray, Miss Mollie E.
117. Gaines, Miss Rachel C.
118. Bomford, Mrs. H.
119. Witter, Miss J. Belle.
120. Julia, Sister M.
121. McCreery, Miss Sarah E.
122. Hathaway, W. B.
123. Genevieve, Sister M.
124. Brewer, Miss Irene.
125. Owens, J. H.
126. Lane, Miss Pattie R.
127. Bellinger, Miss Eva.
129. Hunter, Mrs. Edith.
130. Jackson, J. A.
131. Taylor, Miss Margaret E.
132. Bryan, Miss Helen.
*133. Chaires, Geo. S.
134. Gray, R. A.
135. Upson, Miss Ruth Newell.
136. Hooper, Miss Nellie.

*Negro.

No.
137. Tomlin, Mrs. Mary L.
138. Copeland, Mrs. H. V.
139. Frink, Miss Nellie B.
140. Horton, Mrs. M. L.
141. Lovelace, Miss Nita R.
142. Altman, Miss Pearl.
143. Fidelis, Sister M.
144. Agrita, Sister M.
145. Thompson, Miss Minnie S.
*146. Brown, W. C.
147. Mathews, Mrs. Ettie M.
148. Campbell, Miss Mary G.
149. Weimer, Miss Elizabeth.
150. McLaughlin, Miss Mary.
151. McKenzie, Miss Estelle.
152. Thomas, L. H.
153. Baldwin, Thos. O.
155. Moore, Mrs. Marvin H.
156. Jordan, Miss Mattie.
158. Apthorpe, Miss Emma M.
159. Rogers, R. L.
160. McCall, Jas. P.
161. Pittman, R. G.
162. Bond, Miss Ianthe.
163. Futch, Miss Emma.
164. Moore, Miss Ethel.
165. Tilly, Mrs. Lucy Gaines.
166. Smith, Miss Ula May.
167. Simpson, Miss Lucy.
168. Boyd, Miss Carrie Benie.
169. Simms, Miss Mamie.
170. Sproull, Miss Katherine F.
171. Griffin, Miss Edith.
172. Murray, C. E.
173. Ray, Miss Maggie.
174. Seacole, Miss Mabel.
176. Teeter, Miss Lottie E.
177. Tomkies, Miss Kate M.
178. Franklin, Miss Ida J.
179. Johnson, Miss Georgia.
180. Suter, Miss Maud.
181. Powell, Miss Emma Wilder.
182. Rood, Miss Leone.
183. Miller, Miss Helen M.
184. O'Neal, Miss Carolyn.
185. Tetherly, Miss Alice M.
186. Hemming, Miss Alberta S.
187. Culver, Mrs. Lola M.
188. Smith, Miss Albina.
189. Sparkman, Miss Maud.
190. Pardee, Miss Rosa.
191. Tippin, Miss Minnie.
192. Jones, Miss Epps Vaughan.
192. Nash, Miss Mary W.
193. Roseborough, Miss Carol.

No.
194. Patillo, Miss Nellie.
195. Gullett, B. D.
196. Clayton, Mrs. R. M.
197. Puleston, Miss Sallie.
198. Haley, Miss Frances E.
199. McCreery, Miss Annie B.
200. Jameson, Miss Mabel Frances.
201. Holcomb, Miss Mabel O.
202. Carrio, Miss Virginia L.
203. Williams, Miss Estella G.
204. Hough, Miss Maude F.
205. Beugnet, Miss Beulah.
*206. Crooms, Jos. N.
207. Brinson, Miss Daisy B.
208. Semmes, Miss Sarah H.
210. McInnis, Sam W.
211. Plant, Miss Lula Edna.
212. Hathaway, J. T.
213. Edwards, W. C.
214. Gibson, Miss Icer.
215. Bassett, Miss Elva.
216. Wiggins, Herman B.
217. Hall, G. Fred.
218. Finney, Miss Carrie H.
219. Langston, Miss Frances M.
220. Harry, Mrs. Lillian Farris.
221. Jackson, F. S.
222. Hughes, Miss Florence L.
223. Woodberry, Miss Mary E.
224. Wilkison, Miss Maude.
225. Anderson, Cannie A.
226. Robinson, Moses R.
227. Lyman, Miss Daisy E.
228. Coffey, Mrs. Cora N.
229. Fordham, Mrs. Julia C.
230. Nash, Miss Millie T.
231. Cash, Wm. T.
232. Williams, R. O.
233. de Lima, Sister Rose.
234. Castles, Miss Mamie W.
235. Mizelle, Miss Elizabeth.
236. Coleman, Wm. S.
237. Bushong, J. T.
238. Wetzel, Frank S.
239. Lockey, Mrs. Xuripha H.
240. Pearson, Mrs. Ella V.
241. Gibson, Albert.
242. Hawkins, Miss Jessie M.
243. Whiteaker, W. S.
244. Loftin, Miss Josephine.
245. English, James N.
246. Gwinn, Miss Lillian.
245. Hale, Miss Frances G.
246. O'Guin, Miss Alma A.

*Negro.

No.
1. Fletcher, Horace B.
2. Day, Miss Buda D.
3. Hersey, Mrs. Mabel G.
4. McGruder, Mrs. Bessie M.
5. Douglass, James A.
6. Pflug, Miss Augusta V.
7. Stanfill, David F.
8. Seymour, Miss Jennie L.
9. Hawley, Miss Mary A.
10. Schobert, Miss Ida M.
11. Geiger, Miss Elma.
12. Walker, Mrs. Nell K.
13. Williams, Raymond O.
14. Mathews, Miss J. Elizabeth.
15. Taylor, Adam L.
16. Shorter, Miss Maude A.
17. Cullen, Mrs. Sarah C. (nee Crawford.).
18. Taylor, Mrs. Maggie W.
19. McClinton, Miss Annie L.
20. Luter, Miss Leila D.
21. Cooper, Miss Genevieve.
22. Hoffman, J. T.
*23. Stokes, Mrs. Martha J.
24. Hathaway, Mrs. Edith.

No.
25. Yarnell, Mrs. Louise H.
26. Housh, Mrs. Annie L.
27. Robinson, J. S.
28. Russell, Miss Medora E.
*29. Jones, Love C.
30. Thomason, Miss Louise.
31. Baker, Miss Myrtle J.
32. Johnson, Miss Notre M.
33. Haire, Miss Eva.
34. McCall, Miss Floy.
35. Overstreet, Miss Cecilia.
36. Gunson, Ira L.
37. Ritter, Mrs. Angela H.
38. Cole, Miss May.
39. Nooney, Mrs. Camilla R.
40. Barber, Mrs. Annie W.
41. Holmes, J. A.
42. Bridges, Miss Florence.
43. Robinson, Miss Ethel A.
44. Abel, Miss Ruth E.
45. Moss, Miss Sadie E.
46. Chadwick, Miss Edith.
47. Patillo, Miss Annie.
48. Hardee, Mrs. Susie H.

Life First Grade Certificate Holders.

(Based on 20 years teaching.)

Legal Requirements for:

Life First Grade.—"Any applicant filing with the State Superintendent of Public Instruction a valid first grade certificate and presenting satisfactory evidence of having taught twenty years in the Public Free Schools of this State, the last ten years consecutively on first grade certificates, and as being of good moral character, faithful and successful as an instructor and disciplinarian, shall receive a life first grade certificate, valid during the life of the holder, and in any part of the State."—Sec. 14, Chap. 7372.

No.
2. Myrick, Miss Nellie T.
3. King, Miss Annis B.
*5. McElvaine, Mrs. Anna P.
*6. Johnson, L. F.
7. Johnson, Mrs. W. G.
*8. Houston, Geo. W.
*9. Richardson, Mrs. Ella W.
10. McIver, M. E.
11. McLaurin, Miss Mary M.
*12. Riley, J. G.
13. Tatum, Mrs. A. D.
14. Dart, Miss E. Emma.
15. Dart, Miss Mary E.
16. DcMilly, H. W.
17. Moore, O. J.

No.
18. Crane, Mrs. M. A.
*19. Richardson, H.
*20. Peck, W. H.
*21. Wiggins, Miss Roberta J.
22. Belknap, Henry P.
*23. Whitfield, Cupid A.
24. Broward, Miss Hortense.
*25. Hartwell, B. F.
*26. Holmes, Mrs. M. D.
27. Verelst, Miss Annie H.
28. Grier, Mrs. F. M.
29. Toennies, F. H.
30. Pumphrey, J. R.
31. Loennecker, Jr., Mrs. G. C.
32. Sampey, Mrs. S. N.

*Negro.

No.
*33. Long, O. F.
*34. Ross, M. W.
*35. Baker, B. J.
*36. Dukes, Mrs. W. F. C.
37. Willcombe, Miss Edna B.
38. Howren, Miss Laura B.
39. Bryan, Miss Mary C.
40. Hendrix, Miss Hattie.
*41. Hadley, S. F.
*42. Booker, Miss Emma E.
*43. Cary, L. D.
44. Farlie, Miss Margaret C.
*45. Jones, R. P.
*46. Mickens, J. W.
*47. Hoffman, W. H.
*48. Meacham, C. A.
49. Williams, Miss Bessie Lee.
50. Ecles, Miss Carrie B.
51. Shumate, Miss Carrie D.
52. Wentworth, Miss Katherine.
*53. Rochelle, Wm. A.

No.
54. Creekmore, Miss Nora.
55. McCollum, C. F.
*56. Hamilton, Miss Laura A.
*57. Stokes, Miss Charity E.
58. Morress, Miss Eddie Love.
*59. Howard, Richard H.
60. Terry, Mrs. Myrtelle H.
62. Tippin, Miss Lidia M.
*63. Kellix, Miss Lizzie B.
64. Dale, Miss Lillian.
65. Clarke, Miss Ethel Eloise.
66. Rickard, Mrs. Celia.
67. Chaffer, John M.
69. Mole, Richard A.
70. Lipscombe, Miss Mary B.
*1. Jerkins, Henry R.
2. Perry, Mrs. Vallie H.
3. McLeod, Miss Christian.
4. Wentworth, Adrian D.
5. McDonald, Miss Bessie.

Life First Grade Certificate Holders.

Based on one First Grade Certificate, attendance at three State Summer Schools, and 48 months successful teaching.

Legal Requirements for:

Life First Grade.—"Any person filing with the State Superintendent of Public Instruction one first grade certificate with three extensions of same, secured by attendance at either of the State Summer Schools, and presenting satisfactory evidence of having taught a total of forty-eight months on the certificate filed, and containing such extensions, and as being of good moral character, faithful and successful as an instructor and disciplinarian, shall receive a life first grade certificate, valid during the life of the holder, and good in any part of the State."—Sec. 16, Chap. 7372.

No.
1. Sullivan, Miss Kate M.
2. Austin, Miss E. Louise.
3. Hawthorn, Miss Harriet N.
4. Manning, Miss Ella L.
5. Wellman, Miss Bertha.
6. Harris, Miss Nannie D.
7. Floyd, Miss Laura.
8. Bradford, Miss Gladys.
9. Wilson, Mrs. Seay D. (nee Dormany).
10. Kramer, Miss Dora.
11. Pring, Mrs. Ida.
12. Scurry, Miss Effie.
13. Stalker, Miss Ethel M.
14. Thomas, Miss Jean.

No.
15. Hampton, Miss Irene.
16. Johns, H. Lamar.
17. McCann, Miss Maira.
18. Furen, Miss Elizabeth M.
19. Golden, Miss Bessie.
20. Lawler, Miss Lola.
21. Maney, Miss Elizabeth.
22. Blackburn, Miss Maud L.
23. McArthur, Miss Gertrude.
24. Wetzel, Mrs. Eva M.
25. McKay, Mrs. Katherine.
26. Geiger, Miss Letitia.
27. Parrish, Miss Jocie.
28. Graham, Mrs. Ida B.
29. Mathis, Miss Maggie.

*Negro.

No.		No.	
30.	Maddox, Miss Eva.	34.	Guess, Miss Mary C.
31.	Frier, Miss Lenora E.	35.	Metcalfe, Harry G.
32.	Not issued.	36.	Ramsey, Miss Bessie.
33.	Whitelaw, Miss Ione.	37.	King, Miss Etta.

STATE CERTIFICATE HOLDERS.

Valid July 1, 1920.

Legal Requirements for:

State.—"Any eligible applicant presenting satisfactory evidence of having taught successfully twenty-four months in all, and passing a satisfactory oral and written examination on geometry, trigonometry, physics, botany, zoology, Latin, rhetoric, English literature, psychology, and general history, and making an average grade of 85 per cent., with a grade on no subject below 60 per cent., shall receive a state certificate valid for five years from date of issue, except as otherwise provided in this Act."—Sec. 12, Chap. 7372.

Many of these Certificates have either expired by limitation or are stricken from this list because they have been converted into Life State Certificates.

No.		No.	
183.	Buchholz, F. W.	230.	Bickley, Charles E.
186.	Maynard, T. P.	231.	Perry, D. H., Jr.
187.	Osteen, John A.	234.	Durrance, F. Y.
189.	Chapman, J. V.	243.	Fletcher, Miss Lischer.
191.	Davis, Miss Loula F.	244.	Covert, Alvin.
196.	Gillespie, Horace C.	245.	Hinson, M. R.
197.	Miner, Miss Bessie.	246.	Knight, Eury M.
204.	Pope, Brown.	247.	Linn, John H.
205.	Morrison, Charles F.	248.	Taulbee, Miss Maggie D.
211.	Dowling, Samuel S.	250.	Wicker, Miss Jewell.
213.	Crowe, Frank C.	252.	Woodward, S. L.
215.	Doke, Miss Lula A.	253.	Hodge, Roy R.
217.	Coleman, C. W.	256.	Crumly, Chas. W.
218.	Perry, R. A.	257.	Daniel, Miss Bertha.
220.	Smith, C. H.	258.	Nash, Miss Mary W.
221.	Nixon, Charles A.	259.	Priest, Mrs. Jessie N.
223.	Durrell, Eldredge D.	260.	Caldwell, Miss Hattie.
224.	McDonald, Miss Clara R.	262.	Altman, Robt. D.
226.	Howell, Richard F.	264.	Beck, John E.
228.	Bradley, Miss Maybelle F.	266.	Johnson, Arthur F.

NEW SERIES.

No.		No.	
3.	Chambers, Harley P.	12.	Terrell, Wm. Ross.
4.	McKinnon, John F.	13.	Enlow, Elmer R.
5.	Harper, H. C.	14.	Gladding, Alfred E.
6.	Clawson, Mrs. Everatta R.	15.	Walker, Geo. W.
7.	Wall, Simeon V.	16.	Johns, Miss M. Selma.
8.	Ingalls, Miss Flora A.	17.	Chaffer, Herbert J.
10.	Malphurs, Jasper G.	19.	Frink, Miss Nellie B.
11.	Wine, Wm. D. G.	20.	Golden, Miss Bessie.

No.
21. Elder, Miss Ina C.
22. Ricketson, Jas. E.
23. Not issued.
24. Russ, Fletcher G.
29. Blake, Mrs. Courtenay M.
30. Coker, Miss Helen.
31. Overhutz, John N.
32. Welborn, W. G.
33. Bryan, Miss Virgie.
34. Langston, Miss Frances M.
35. Campbell, Christopher G.
36. Riley, R. R.
37. May, Angus E.

No.
38. Holland, George Q.
39. Withers, Aubrey V.
40. Curington, O. V.
41. Taylor, T. DeWitt.
42. Willett, J. Ernest.
43. Feagle, W. B.
44. Littleton, Dr. J. T.
45. Colson, Chas C.
46. Daniels, Chas R.
47. Mebane, Wm. N.
48. Royer, Carl E.
49. Green, Miss Mary Wolcott.
50. Donoho, H. N.

LIFE STATE CERTIFICATE HOLDERS.

Legal Requirements for:

Life State.—"Any applicant filing with the State Superintendent of Public Instruction a valid State certificate issued in this State, and presenting satisfactory evidence of having taught successfully in a high school or college in this State for a period of eighteen months under a State certificate, and presenting endorsement of three holders of life State certificates as possessing eminent ability both as a teacher and disciplinarian, shall receive a life State certificate of perpetual and State-wide validity."—Sec. 16, Chap. 7372.

No.
1. Yocum, Dr. W. F.
2. Guilliams, J. M.
3. McBeath, Tom F.
4. Himes, I. I.
5. Cawthon, W. S.
7. Watson, Mrs. Benella D.
8. Ray, L. C.
9. Leitner, Miss Almena.
10. Varn, Josiah.
11. Compton, Mrs. Bessie B.
12. Fulks, J. H.
14. Pasteur, Miss Miriam.
15. Rogers, Mrs. H. J. (nee Rose).
16. Okerlund, M. J.
18. Bennett, H. E.
19. Rogers, H. J.
21. Arnold, Mrs. Pauline P.
24. Taylor, Miss Posey.
25. Carpenter, Miss Hattie H.
27. Russell, Dr. W. H.
28. Knibloe, Dr. W. E.
29. Ferrell, H. A.
30. Hathaway, F. A.
31. Sheats, W. N.
32. Wakefield, Homer E.
33. Stephens, G. A.
34. Rutherford, R. B.
35. Bell, W. E.

No.
36. Fertig, J. G.
37. Fertig, Mrs. J. G.
39. Fleet, Miss Mattie Van.
40. Evans, R. M.
41. Sheldon, J. H.
42. Keith, C. A.
43. Hyde, E. M.
44. Workman, J. H.
45. Ousterhoudt, W. L.
46. McBeath, T. J.
47. Huffaker, R. B.
48. Wright, J. L.
49. Ray, R. M.
50. Geiger, M. P.
51. Cate, W. B.
52. Barber, L. S.
53. Corr, P. W.
54. Corr, Miss Alys Mae.
55. Shaver, P. G.
56. Lynch, Geo. M.
57. Conradi, Dr. Edward.
58. Griffin, Miss S. Donella.
*59. Riley, J. G.
62. Perkins, N. J.
63. Neal, M. L.
64. Culp, Theo. D.
65. Blanchard, Miss Elizabeth.
66. Clayton, Mrs. Frances.
67. Venable, Miss Elizabeth.

*Negro.

No.
68. Crichlow, W. B. S.
69. Lane, B. B.
70. McMullen, E. W.
71. Bangs, Miss Sarah E.
72. Macey, Dr. Edwin E.
73. Riherd, Miss Mary.
74. Keer, Miss Marian L.
75. McGahey, Miss Lillian.
76. Wilder, Gus.
77. Kirk, Thos. B.
78. Weakley, Miss Nora.
79. Smith, W. Wesley.
80. Cook, David M.
81. Fogg, Miss Gracie Dell.
82. Smith, Miss Elsie V.
83. Edwards, L. B.
84. Terrell, Glenn.
85. Robinson, Ernest L.
86. Bryant, M. M.
87. Jones, W. A.
88. Cassels, W. H.
89. Jones, W. B.
90. Price, A. A.
91. Hill, Miss Naomi F.
92. Peter, Miss Ethel M.
93. Kennedy, Erskine W.
94. Yarborough, T. W.
95. Davis, D. D.
96. Bozeman, Miss Sue C.
97. Hartsfield, Francis S.
98. Stuart, Miss Annie B.
99. Green, Miss Dorothy F.
100. Felkel, Mrs. Herbert (nee Warren).
101. Ralph, Miss Lillian B.

No.
102. Baldwin, Mrs. Charlotte M.
103. Jones, Chas. M.
104. Lovell, R. L.
105. Williams, John T.
106. Van Brunt, R. W.
107. Hancock, Miss Mattie.
108. Fender, E. F.
109. Finney, Willis C.
110. Wallace, Miss Ellen S.
111. Waring, Miss Mary Belle.
112. Dorsey, R. M.
113. Forester, Miss Mattie.
114. Padgett, Barney J.
115. Martin, Miss Della.
116. Asbury, John W.
117. Shannon, Miss Sallie E.
118. O'Neal, Miss E. Gladys.
119. Henderson, W. N.
120. Kean, A. D.
121. Cox, Carl S.
122. Ingram, Miss Mary Helen.
123. Sumner, Miss Ruth.
124. Blanton, R. S.
125. Sealey, R. M.
126. Pinholster, S. A.
127. Howard, Miss Ola E.
128. Deen, Miss Carrie.
129. Stokes, Wm. C.
130. McDonald, Miss Annie M.
131. McMullen, Miss Frances.
132. Futch, Miss Cedora.
133. Grimm, J. J.
134. Crawford, Miss Cora Belle.
135. Stephens, Wm. H.
136. McCarty, Jr., Eugene E.

NEW SERIES AFTER OCTOBER, 1917.

No.
1. Saunders, Miss L. Maude.
2. Carnes, Chas. N.
3. Strickland, Miss Alice.
4. Williams, G. Hugh.
5. French, Roy L.
6. Beardsley, Miss Adaline A.
7. Kensinger, Chas. E.
8. Riley, Asa E.
9. Connor, Albert B.
10. Youngblood, Joe A.
11. Patton, Miss Allie.
12. Hurn, Mrs. Elizabeth S.
13. Geiger, Mrs. Winnifred L.
14. Schenk, Miss B. Birdina.
15. Bennett, Lawrence E.
16. Johnson, Sexton.
17. Dawson, Miss Gamma.
18. Groom, Stewart B.
19. Mays, Miss Isabel S.
20. Jordan, Eulah S.

No.
21. Lightsey, Miss Celia.
22. Shaver, Dillas B.
23. McFerron, John D.
24. McKay, Glenn E.
25. McDonald, Miss Christian D.
26. Smith, Wm. O.
27. Syfrett, Jesse M.
28. Norton, Miss Elizabeth.
29. Feagle, Joseph M.
30. Morse, Miss C. Marguerite.
31. Gay, Walter W.
32. Beeson, Edward L.
33. Milton, Miss Bernice.
34. Gross, A. J.
35. McCulley, Ernest.
36. Miller, Miss Jessie P.
37. Bowden, Haygood S.
38. Kirton, Mrs. Laurie S.
39. Moore, D. H.
40. Davis, Mrs. Pearl.

No.
41. Kirton, Joseph S.
42. Fisher, Chas. M.
43. Golden, LaFayette.
44. Carter, Mrs. Sarah N.
45. Metcalfe, Harry G.
46. Yent, Miss Sue.
47. McInnis, Sam W.

No.
48. George, J. H.
49. Draper, Stephen Amonette.
50. Bullard, N. Hudson.
52. Boyd, Miss Carrie Benie.
53. Hensley, Philip H., Jr.
54. Sister Catherine Semmes.
55. Grace, George J.

Special Certificate Holders.

Valid July 1, 1920.

Legal Requirements for:

Special.—"Any eligible applicant presenting satisfactory evidence of possessing ability to teach one or more subjects not embraced in the requirements for a second grade certificate, and passing a satisfactory oral and written examination on one or more subjects, shall receive a special certificate on every subject on which a grade of 90 per cent. is made. A special certificate shall be valid for teaching only the subjects covered by it and for five years from date of issue."—Sec. 11, Chap. 7372.

Many of these Certificates have been stricken because they have expired by limitation.

No.
335. Borger, Miss Georgia—Botany, Zoology.
336. Foster, Miss Gertrude—Algebra.
337. Franklin, Miss Mae—Latin.
338. Clement, Miss Josie—Botany, Rhetoric, English Literature, Latin.
339. Whitmire, Miss Lizzie Clyde—Botany, Zoology, Rhetoric, English Literature.
340. Ireland, Miss Edna—German, Home Economics.
341. Coffin, Miss Birdie Louise—Home Economics.
342. Smith, Mrs. Flora E.—Geometry, Trigonometry, Rhetoric, English Literature.
343. Smith, Eston W.—Trigonometry, Zoology, Rhetoric, English Literature, Physical Geography.
346. Chapman, Miss Mattie P.—Botany, Rhetoric, English Literature, Psychology, General History.
347. Bassett, Mrs. Elva M.—Botany, Zoology.
348. Dondell, Miss Nannie N.—Home Economics.
351. Terry, Mrs. Helen M.—Rhetoric, General History.
352. Spence, E. R.—Algebra, Latin.
354. George, J. H.—Botany, Rhetoric.
357. Salter, Miss Kathryn C.—Botany, Rhetoric.
*359. Maloney, Marciel M.—Home Economics.
360. Gibson, T. B.—Rhetoric.
361. Gibson, Miss Mary Ellen—Rhetoric.
363. Warren, Miss Winnie—Home Economics.
367. Ramsey, Miss Frances—Rhetoric.
368. Campbell, C. G.—Latin.
369. Cooper, Miss Sadie Lucile—Home Economics.
370. Godbey, Miss Lena D.—Botany, General History.
372. Moore, Miss Annie Elizabeth—General History.
373. Winn, Miss Sarah Agnes—English Literature, General History.

*Negro.

No.
374. Wilson, Guy H.—Botany, Agriculture.
375. Fryer, Miss Lude S.—Home Economics.
376. Dickinson, Miss Irene A.—Rhetoric, English Literature, Music.
377. Huffman, Samuel D.—Geometry, Botany, Zoology, Rhetoric, General History.
378. Key, Miss Jessie F.—Home Economics.
379. Wilkinson, Miss Mary—Home Economics.
381. Morrell, Clarence B.—Rhetoric, General History.
382. Connor, Mrs. Annie S.—English Literature, Latin.
383. Whetstone, D. M.—Bookkeeping.
386. McQuarrie, Miss Nellie—Domestic Science, Domestic Art.
387. Harn, Miss Julia E.—Rhetoric, English Literature.
388. Freeman, Henry E.—Physics, Chemistry.
389. Johns, H. L.—Botany, Rhetoric.
390. Jackson, Miss Mary E.—Home Economics.
391. Williams, Miss Gertrude E.—Rhetoric.
394. Stebbins, Miss Mary H.—Botany, General History, Music.
395. Hawley, Miss Mary A.—Rhetoric, English Literature.
396. Fly, E. W.—Latin.
397. Frederick, B. D.—Bookkeeping.
399. Sears, Miss Mary E.—Rhetoric, English Literature, General History.
400. Gladwin, Miss Susan T.—Trigonometry, English Literature.
401. Stevens, Miss Howard D.—Trigonometry, Rhetoric.
403. Wentworth, Alton H.—Rhetoric.
404. McLaughlin, Miss Mary—English Literature.
406. Percival, Miss Nina I.—Geometry, Trigonometry, Zoology.
407. Bars, Miss Emma—Home Economics.
409. Durrance, A. Marion—Rhetoric.
*410. Hill, Ruth L.—Domestic Art.
411. Watson, Miss Fannie A.—Geometry, Rhetoric.
412. Stiles, Miss Lenabelle—Latin.
413. Hornaday, W. O.—Rhetoric.
414. Chandler, Miss Emma—Drawing, Domestic Art.
415. McKenzie, Miss Estelle M.—Rhetoric.
416. Altman, Robt. D.—Geometry, Trigonometry.
418. Hodge, Miss Bertha F.—Botany, Zoology.
419. Youngblood, Mrs. Joe A.—Botany, Zoology, Rhetoric, English Literature, Psychology, Latin.
421. Haseltine, Hubert A.—General History.
422. Kahl, Miss Alice May—Junior Latin.
423. Orr, Jas. L.—General History.
424. Harrell, Ira M.—Rhetoric.
425. Keith, Roscoe C.—Zoology, Rhetoric, General History.
426. McDavid, Miss Jimmie—Botany, Rhetoric.
427. Walter, Miss Marie—Domestic Art.
428. Mattingly, B. H.—Bookkeeping, Stenography.
429. Trexler, Duke C.—Botany, Zoology, Physics, Rhetoric.
430. Crone, Miss Alice M.—Rhetoric, English Literature.
431. Pinkerton, B. J.—Junior Latin.
432. Groman, Miss Mildred F.—Domestic Science.
433. Stanley, F. J.—Bookkeeping, Stenography.
435. Starlings, A. Knox—Trigonometry, Zoology, Physics, Rhetoric, General History.
436. Hall, Mrs. Hugh P.—Rhetoric.
437. Watkins, John E.—Psychology, Spanish.
439. Shaw, Hubert deG.—Trigonometry, Physics, Chemistry, Spanish, German.

*Negro.

No.
440. Stewart, Miss Nellie E.—Domestic Sciences.
441. Bryan, J. Shepard—Rhetoric.
442. Robinson, Miss Anna Belle—Domestic Science, Domestic Art.
443. Segner, Miss M. Estelle—Music.
444. Merritt, Miss Mary B.—Rhetoric, English Literature.
445. Lovell, Mrs. Annis B.—General History, French,
446. Connor. Miss Mary C.—Music.
447. Neel, W. H.—Botany, Zoology.
448. Taylor, Miss Mary E.—Art Drawing.
449. Tidball, Miss Susan—Rhetoric, English Literature.
450. Rickards, Jas. S.—English Literature.
451. Lawrence, Miss Barbara—Junior Latin, Domestic Science, Domestic Art.
452. Fry, Miss Amy L.—Geometry.
453. Burrows, Miss Grace M.—Geometry, General History.
454. Groom, C. L.—General History.
455. Bartlett, Miss Lois—Domestic Science.
456. Padgett, Miss Ina—Domestic Science.
457. Switzer, Wesley L.—Botany, Chemistry.
458. Moore, D. H.—English Literature.
459. McBrien, Rufus O.—Manual Training.
460. Barns, Miss Florence E.—Rhetoric, English Literature.
461. Groom, J. Leonard—Biology.
462. Bryan, Miss Christine M.—Rhetoric, English Literature, Latin.
463. Hinson, M. R.—Botany, Zoology, General History.
464. Bratzel, Ernest—German.
465. Jonakin, Seisel N.—French, Spanish, German.
466. Dillingham, Miss Mary W.—General History, Latin.
467. Evans, Miss J. Beatrice—Rhetoric, English Literature.
468. Ford, W. W.—Manual Training, Mechanical Drawing.
470. Meighen, Miss Marjorie—Domestic Science, Domestic Art.
471. Barber, Mrs. Annie B.—General History.
472. Little, Winston W.—Trigonometry, Physics, Chemistry.
474. Hatch, Arthur L.—Rhetoric, English Literature, General History, Latin.
475. Cushman, Miss Lucy C.—Domestic Science, Domestic Art.
476. Bucher, E. G.—Algebra, Physics, Chemistry.
477. Woodward, S. L.—Geometry, Rhetoric.
478. Hatch, Frederick B.—Trigonometry.
479. Cash, W. T.—Psychology.
480. Cawthon, Mrs. Anne W.—Geometry, Trigonometry.
481. Dickinson, Miss Irene A.—French.
483. Gee, Clough Farrar—Manual Training.
484. Hamblen, Miss Evelyn—Latin.
485. Hastings, W. W.—Geometry.
486. Ingrom, Miss Mary Helen—Spanish.
487. Jackson, Andrew E.—Rhetoric, General History.
488. Kinard, Miss Jessie Mae—Rhetoric.
491. Enlow, E. R.—Chemistry, German.
492. Lockey, Mrs. Xuripha—Rhetoric, General History.
493. Long, Chas. M.—Rhetoric, English Literature, Latin.
494. McConnell, Miss Mildred Louise—English Literature.
495. McCulley, Ernest—Bookkeeping, Shorthand.
496. Miller, Miss Audrey—Penmanship.
497. Miller, Chandler E.—Bookkeeping.
498. Mills, Mrs. Mary P.—Music.
499. Robertson, Miss Grace D.—General History, Latin.
500. Switzer, Wesley L.—Zoology.
501. Webb, Robt. Fulton—Spanish.
502. Witter, Miss Jennie Belle—Latin.

No.
504. Maynard, T. P.—Bookkeeping.
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508. Faulk, Miss Leola O.—Rhetoric.
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555. Donaldson, Malcolm G.—Rhetoric, Biology.
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557. Warner, Mrs. Beulah M.—Psychology, History of Education, Pedagogy.
558. Wicker, Miss Jewel—Rhetoric, Psychology, Latin.
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560. McDonald, Miss Mabel E.—English Literature.
561. Wardroper, John H.—Botany, Zoology, Rhetoric.
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564. Brooks, Coleman A.—Geometry, Botany, Zoology, General History, Junior Latin.
565. Brown, Miss Sallie—Latin.
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579. Mires, Jno. L.—Zoology.
580. Matthews, Vassa C.—Rhetoric.
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594. Ross, Miss Miriam C.—Trigonometry, Rhetoric, General History.
595. Crumly, Chas. W.—Geometry, Botany, Zoology, Physics, Chemistry, Rhetoric.
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598. Boyle, Miss Mary Vic—Trigonometry.
599. Laffitte, Miss Elsie N.—Botany, Zoology, General History.
600. McKenzie, Miss Estelle—Zoology.
601. Hinson, M. R.—Geometry, Botany, Rhetoric.
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613. Babcock, Miss Doris A.—Domestic Science, Domestic Art.
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615. Kards, T. H.—Bench Work.

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616. Frazier, Perry G.—Manual Training.
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621. Weldon, Miss Nell—Rhetoric, English Literature.
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631. Jenkins, Miss Mary Agnes—General History.
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639. Carter, Miss Hazel—Domestic Science, Domestic Art.
640. Bratzel, E.—General History, Spanish.
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*642. Dawson, Janie Mae—Domestic Science.
643. Rudolph, Miss Freda F.—Domestic Art.
644. Brandt, Miss Dora D.—Art Drawing.
645. McDonald, J. George—Geometry, Trigonometry.
646. Wallace, Miss Maude E.—Domestic Science, Domestic Art.
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650. Jamieson, Mrs. Edna S.—Geometry, Trigonometry.
651. Paul, Miss Lavinia—Art Drawing.
652. Fisher, Miss Edna M.—Latin.
653. Kittrell, Miss Frances—Art Drawing, Music.
654. Rogers, Ross—Rhetoric, English Literature, General History.
655. Overall, James E.—Physics.
656. McDavid, Miss Jimmie—Botany, General History.
657. Pillans, Mrs. W. P.—Music.
658. Zeller, Joseph W.—Mechanical Drawing.
659. McDonald, Miss Clara R.—French.
660. Brewer, Miss Mary Irene—Rhetoric, General History.
661. Eddy, Mrs. Lillian G.—Algebra, Geometry, Trigonometry.
662. Tydings, Miss Ellie B.—Spanish.
663. Reeves, Miss Lottie E.—Music.
664. Carter, Mrs. Eugene—Rhetoric, English Literature.
665. Burger, Tyrus L.—Music.
666. Brickel, H. C.—Manual Training, Bench Work.
667. Hill, Miss Alice J.—Music.
668. Purdue, Miss Florence E.—Rhetoric.

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670. Crawford, Miss Clara N.—General History, Latin.
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674. Kruse, Miss Nellie—Zoology.
675. Shaw, Miss Amy Irene—Rhetoric, English Literature, Psychology.
676. Diamond, J. T.—Psychology, History of Education, Theory and Practice.
677. Key, Miss Sarah I.—Art Drawing, Music.
678. Brickel, Mrs. Estelle G.—Domestic Art.
679. Winslow, W. H.—Psychology, Latin.
680. Rencher, W. O.—Geometry, Trigonometry, Rhetoric, English Literature, General History, Latin.
681. Donaldson, Miss Sara E.—Geometry, Latin.
682. Bernard, D. Meade—Algebra, Geometry, Trigonometry.
683. Bellah, Miss Maybelle—Rhetoric.
684. Hanson, S. Harry—Botany.
685. Carter, Miss Jeannette E.—Rhetoric, German.
686. Osborn, Miss Virginia—Domestic Science, Domestic Art.
687. Stewart, Miss Margaret—Art Drawing.
688. Grasty, Miss Isabel—Physics, German.
689. Hall, Lester A.—Geometry, Manual Training.
690. Hargitt, Miss Clara B.—Domestic Science, Domestic Art.
691. Faulkner, F. E.—Rhetoric, Literature.
692. Norton, Mrs. Mary L.—Physical Geography, Psychology, Theory and Practice.
693. Brown, Miss E. Rosalie—English Literature, Psychology.
694. Enlow, Elmer R.—Geometry, Trigonometry, Physics, Psychology.
695. Doland, Miss S. Madeline—Latin.
696. Simpson, Miss Lucy—Geometry.
697. Klinger, Oscar G.—Psychology.
698. Crawford, Miss Clyde—Psychology.
699. Snyder, Miss Laura Mae—Psychology.
700. Kaufman, Miss Dorothy—Psychology.
701. Hathaway, Thos. J.—Botany, Zoology, Rhetoric, Psychology, History of Education, Pedagogy.
702. Riley, R. R.—Trigonometry, Botany, Zoology, Rhetoric, Psychology.
703. Clower, Miss Flora L.—Domestic Science, Domestic Art.
704. Mays, Mrs. Emma A.—Geometry, Trigonometry.
705. Walker, Geo. W.—Geometry, Rhetoric, Latin.
706. Singletary, A. M.—Geometry, General History.
707. Ingalls, Miss Flora A.—Trigonometry, Botany, Zoology, Physics, Rhetoric, Latin.
708. Stroud, Miss Janie I.—Domestic Science, Domestic Art.
709. Randall, Miss Leila L.—Domestic Science, Domestic Art.
710. Douglas, James A.—Psychology, History of Education, Theory and Practice.
711. Milton, Miss Lucy H.—Domestic Science, Domestic Art.
712. Bryan, Miss Virgie—Botany, Rhetoric, Psychology.
713. Townsend, Lewis F.—Rhetoric.
714. Shelbourne, Mrs. Alice L.—Rhetoric, English Literature.
715. Dutton, Mrs. Lauretta L.—Botany, Zoology, Rhetoric, English Literature.
716. Leib, Miss Ida B.—Music.
717. Johns, H. L.—Zoology.
718. Jackson, Miss Ida—Domestic Science, Domestic Art.
719. McEwen, R. O.—Psychology.
720. McEwen, Mrs. Merle—Rhetoric, Psychology.

No.
721. Hickman, Miss Minnie E.—Rhetoric.
722. Williams, Mrs. Daisy—Domestic Science.
723. Day, Miss Buda D.—Geometry.
724. Leader, Mrs. Emily C.—General History.
725. Vause, Miss Ida Irene—Rhetoric, General History.
726. Geiger, M. Percy—Chemistry.
727. Appleby, Miss Anna M.—General History.
728. Scurry, Miss Effie—Geometry, Trigonometry.
729. Howard, Miss Ruby L.—Trigonometry, Botany, Zoology, Rhetoric, English Literature, General History, Latin.
730. Bullard, Newton H.—Geometry, Physics.
731. Nelson, Chas. H., Jr.—Geometry, Manual Training.
732. Yon, Peyton L.—Botany, Zoology, General History.
733. McQuarters, Miss Eva C.—Rhetoric, English Literature, General History.
734. Witherstine, Miss H. Ruth—Latin.
735. Pedersen, Miss Gertrude—Domestic Science, Domestic Art.
736. Roberts, Miss E. Hazel—Domestic Science, Domestic Art.
737. Dew, Miss L. Bernice—Trigonometry, Botany, English Literature.
738. Bryan, Miss Christine M.—Latin.
739. Jones, Miss Eppes V.—Zoology.
740. Malin, Miss Annetta S.—Psychology.
741. Reed, Miss Esther E.—General History.
742. Chaffer, Herbert J.—Geometry, Trigonometry, Botany, Psychology, Latin.
743. Tervin, Miss Pearl B.—Domestic Science.
744. Fisher, Mrs. Eva Dean—Rhetoric, English Literature.
745. Harn, Miss Julia E.—Domestic Science, Domestic Art.
746. McInnis, Sam W.—Trigonometry, Physics, English Literature, Psychology, Latin, Bookkeeping.
747. DeVane, Miss Connie R.—Domestic Science, Domestic Art.
748. Langston, Miss Frances M.—Botany, Zoology, Rhetoric.
749. Semmes, Miss Catherine — Geometry, Trigonometry, Physics, Rhetoric, Psychology, General History.
750. McGaugh, Miss Inez M.—Psychology, History of Education, Theory and Practice.
751. Whiteaker, Ulysses S.—Zoology, Rhetoric.
752. Blake, Mrs. Courtnay M.—Psychology.
753. Lamons, Miss Mabel—Botany.
754. Hawley, Miss Mary A.—French.
755. Grimm, Miss Alta M.—Botany, Zoology, Domestic Science.
756. Grimm, Miss Hazel V.—Rhetoric, English Literature.
757. Singletary, Miss Theo.—Rhetoric, English Literature.
758. Phelps, J. Theo.—Geometry, Zoology, Psychology.
759. Gosnell, Cullen B.—Rhetoric, English Literature.
760. McKinnon, J. F.—Geometry, Rhetoric, Psychology.
761. Bowden, Haygood S.—Bookkeeping.
762. Curington, O. V.—Zoology, Rhetoric, Psychology.
763. Nichols, Mrs. Gillian R.—Psychology.
764. Hubbell, Miss Affa—Algebra, Rhetoric, English Literature, General History, Latin.
765. Hawthorn, Miss Harriet—Domestic Science, Domestic Art.
766. Morse, Miss Mary—Domestic Science, Domestic Art.
766½. Stevens, Miss Howard D.—Geometry.
767. Mays, Miss Elizabeth—General History.
768. McGregor, Mahlon S.—Rhetoric, English Literature, Latin.
769. Schneider, Miss Elsie—Rhetoric, English Literature.
770. Boutelle, Mrs. Margaret W.—Rhetoric, Psychology, History of Education, Theory and Practice.

No.
771. Frink, Miss Nellie B.—Trigonometry, Botany, Zoology, Rhetoric, English Literature, Psychology.
772. Hill, Miss Maomi F.—Chemistry.
773. Johns, Miss Mary Selma—Geometry, Botany, Zoology, Rhetoric, General History.
774. Currie, Miss Christian—Music.
775. Benson, Miss Olga D.—Rhetoric.
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*783. Gaunt, Miss Tommie V.—Domestic Science.
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787. Duval, Miss Mabel A.—Botany, Rhetoric, Psychology.
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791. Shepard, Miss Annie L.—Psychology.
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794. Cage, Miss Susie E.—Domestic Art.
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800. Feagle, Wm. B.—General History.
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5. Carter, Mrs. Sara N.—Zoology, Psychology, General History.
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7. Worcester, Miss Lenora—Domestic Science, Domestic Art.
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14. Stubbs, Miss Lela M.—Junior Latin.
15. Brown, Miss Alice K.—Junior Latin.
16. Graham, Benjamin C.—Psychology, History of Education, Pedagogy.
17. Banes, Miss Amy H.—Rhetoric.
18. Tucker, Linton L.—Botany, Zoology, English Literature.
19. Busby, Verlin W.—Manual Training.

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20. Markus, Miss Ruth E.—Domestic Science, Domestic Art.
21. Connor, Miss Mary C.—Art Drawing.
22. Harwell, Miss Jane W.—Domestic Science, Domestic Art, French.
23. Koontz, W. S.—Algebra, Geometry, Zoology.
25. Timmons, Miss Vivian A.—Art Drawing.
26. Grasty, Miss Isabel—Latin, French.
27. Reynolds, Miss Cora Belle—Music.
28. Walker, Mrs. Nell Kruse—Physics, Botany, German.
29. Walker, Wm. D.—Algebra, Geometry.
30. Barron, Mrs. Maude T.—English Literature.
31. Weaver, Oscar T.—Latin, Rhetoric, English Literature.
32. Osborne, Miss Virginia—Rhetoric, English Literature, Psychology.
33. McKean, Mrs. Emily E.—Rhetoric, English Literature, Home Economics.
34. Baugh, Wm. C.—Bookkeeping, Penmanship, Stenography and Typewriting.
35. Harmon, Homer N.—Manual Training, General Science.
36. Mink, Richard Henry—Latin, General History, Spanish.
37. Mays, Miss Isabel Stuart—Spanish.
38. Parrish, Miss Josie—Rhetoric, General History.
39. Bullard, N. H.—Botany, English Literature, Psychology.
*40. Sampson, Geo. M.—Geometry, Physics, Latin, Rhetoric, Psychology.
41. Mills, Miss Ruth A.—Domestic Science.
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54. Clawson, Mrs. Everetta R.—Geometry.
55. Martin, Miss Kathrine—Rhetoric.
56. Fullerton, Mrs. Gertrude M.—Rhetoric, English Literature.
57. Littleton, Dr. Jesse T.—French.
58. Saunders, Miss Maude—Chemistry.
59. Douglas, James A.—Pedagogy.
60. Carter, Mrs. Sara N.—Zoology, Psychology, General History.
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62. Hasty, Miss Bertha Louise—English Literature, General History.
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66. Webb, Miss Katherine D.—General History.
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68. Oliver, Miss Eleanor—Rhetoric, Psychology.
69. Terrell, W. R.—Botany, Latin.
70. Smith, R. K.—Psychology.
71. Cranford, Miss Mary M.—Junior Latin.
72. Tucker, L. L.—Rhetoric, Psychology.

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No.
73. Bullard, N. H.—Trigonometry, Zoology, Rhetoric, General History.
74. Henderson, Y. A.—General Science.
75. Lee, Mrs. Laura M.—General History.
76. Bayne, Miss Sara H.—Rhetoric.
77. Finlay, Miss Hattie M.—French, German, Spanish.
78. Stearns, Miss Dorothy R.—Music.
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80. Gooding, Miss Mary W.—Geometry, Trigonometry, Rhetoric.
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83. Burgos, Mrs. Adela F.—Spanish.
84. Miller, Francis M.—Manual Training.
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88. Caplinger, Miss Kate M.—Botany, English Literature, General History.
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98. Converse, Miss Eleanor D.—Latin, Rhetoric, General History, Physical Geography, General Science.
99. Williams, A. D.—Ancient History.
100. Chapman, Miss A. Laura—Rhetoric, English Literature, General History.
101. Dow, C. W.—Physical Training.
102. Crowson, E. H.—Rhetoric, English Literature, General History, Chemistry.
103. Morris, Miss Nellie J.—Physics.
104. Priest, W. D.—Bookkeeping.
105. Johnson, M. J.—Zoology.
106. Golden, Miss Bessie—Botany, Latin, Rhetoric, English Literature, Psychology, General History.
107. Harding, Miss Florida—Drawing.
108. Cate, Wm. A.—Physics, Botany, General Science.
109. Dill, Wm. P.—Algebra, English Literature.
110. Smith, R. K.—Physics, Botany.
111. Auxier, Wm. A.—Manual Training, Mechanical Drawing.
112. Stevens, Miss Cornelia A.—Bookkeeping, Commercial English.
113. McCorkel, Jas. F.—Penmanship.
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120. Vaughn, Miss Edna M.—Domestic Science.
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122. Dorsey, Mrs. Mattie—Domestic Science.
123. Harrel, Mrs. Willie L.—Algebra, Physical Geography.
124. McDuffie, Miss Lizzie Belle—Algebra, Physical Geography.
125. Oliver, Miss Eleanor—Zoology, English Literature.

No.
126. McClinton, Miss Annie L.—Rhetoric.
127. Wine, Wm. D. G.—Geometry, Botany, Latin, English Literature, General History.
128. Malphurs, J. G.—Geometry, Trigonometry, Botany, Zoology, Rhetoric, General History.
129. Hardy, Albert L.—Botany.
130. Langston, Miss Frances M.—Geometry, General History.
131. Powell, Miss Lucy N.—Rhetoric, English Literature, English History, High School Civics.
132. Smith, R. K.—General History.
133. Kinney, Miss Sylvia—Domestic Science, Domestic Art.
134. Brandon, Miss Harriet C.—Domestic Science, Domestic Art.
135. Maxwell, Mrs. Mary Belle—Latin.
136. Williams, Fred T.—Algebra, Geometry.
137. Wine, Wm. D. G.—Trigonometry, Zoology, Rhetoric, Psychology.
138. Williams, Miss Marian B.—General History.
139. Jordon, Mrs. Lucie W.—Drawing.
140. Gamble, Mrs. Nevada L.—Music.
141. Swain, Miss Marian—Domestic Science, Domestic Art.
142. Gray, Miss Carrie Lou—Domestic Science.
143. Gault, Bernie H.—Trigonometry.
144. McKean, John E.—Algebra, Geometry, Rhetoric, English Literature, Psychology, General History, Pedagogy, General Science.
145. Perry, Thos. A.—Botany.
146. McCay, Robt.—Expression.
147. Denman, Miss Virginia—Algebra, Rhetoric, Ancient History.
148. Zoll, Robt. L.—Music.
149. Moffitt, Wm. V.—Manual Training.
150. Eschbach, Dilworth G.—Physics, Zoology, General Science.
151. Fillers, Alvin H.—Physics, Botany, Zoology, Chemistry, General Science.
152. Donaldson, Miss Sara E.—Trigonometry.
153. Wiley, Miss Myra R.—Rhetoric, English Literature.
154. Platt, Miss Rosetta F.—French, Spanish.
155. Welch, Miss Harriet B.—Rhetoric, French.
156. Fletcher, Horace B.—Zoology, Rhetoric, English Literature, General History.
157. Kilgore, Miss Mary—Rhetoric, English Literature.
158. Voorhis, Mrs. Anna P.—French.
159. Sabin, Miss Blanche M.—Domestic Science, Domestic Art.
160. Hamilton, Miss Goldie M.—Rhetoric, English Literature, American Literature.
161. Ross, Miss Vita A.—Algebra, Physical Geography.
162. Kelter, Miss Susie—Algebra.
163. Durrell, Eldredge D.—Spanish.
164. Terrell, W. R.—Geometry, Physics, Botany, Zoology, Latin, Psychology.
165. Overhultz, J. N.—Trigonometry, Zoology.
166. Sims, Mrs. Florence M.—Algebra, Latin, Rhetoric, English Literature, American Literature.
*167. Benson, Miss Maggie S.—Domestic Science.
168. Suter, Miss Maud—General History, French.
169. Waite, Miss Florida—Stenography.
170. Wheeler, Forest A.—Latin, English Literature, General History.
171. Callaway, Miss Anna B.—Chemistry.
172. Schornherst, Mrs. Harriet—Rhetoric, English Literature, American Literature.

*Negro.

No.
173. Rumbold, Miss Jean W.—Rhetoric.
174. Klinger, Mrs. Florence C.—Botany, Zoology, Domestic Science, Domestic Art.
175. Semmes, Miss Catherine—General History.
176. Childs, Miss Evelyn L.—Spanish.
177. Brown, Miss Marian C.—Physics, Zoology.
178. Chambers, Harley P.—Botany, Zoology, Latin, Psychology.
179. McKinnon, John F.—Zoology.
180. Crain, Edward H.—General History.
181. Davis, Miss Loula F.—German.
182. Ingalls, Miss Flora A.—Geometry, English Literature, Psychology, General History.
183. Brough, Mrs. Mabel L.—General History, Biology.
184. Koehler, William—Zoology.
185. Russ, F. G.—Zoology.
186. Fair, Mrs. Eugenia—Rhetoric.
187. McGregor, Miss Helen R.—Music, Drawing.
188. Hubbell, Miss Affa—Algebra, Latin.
189. Gillis, Mrs. Etta M.—Latin.
190. Brock, Miss Inez—Algebra, General History.
191. Koehler, William—Physics, English Literature.
192. Tyler, Mrs. Gladys B.—General History, American History.
193. Gladding, A. E.—Trigonometry, Rhetoric, English Literature, General History.
194. Walker, Geo. W.—Geometry, Latin, English Literature, General History.
195. Simpson, Miss Ella R.—Spanish.
196. Arey, Miss Elsie M.—Spanish.
197. Nelson, Miss May M.—Spanish.
198. Benn, Mrs. Nita O.—Music.
199. Tyler, William T.—Bookkeeping.
200. Enlow, Elmer R.—Physics, Botany, Zoology, Rhetoric.
201. Blackmon, Miss Jessie L.—General History, Civics.
202. Hoyt, Miss Elsie—French.
203. Smith, Miss Stella L.—Chemistry.
204. Gatchell, Miss Pauline—Drawing.
205. Odom, Miss Johnette—English Literature.
206. Middlethon, Miss Helen C.—Latin, English Literature, American Literature.
207. Johns, Miss M. Selma—Trigonometry, English Literature, Psychology.
208. Haynes, Miss Evelyn G.—Domestic Science, Domestic Art.
209. Banes, Miss Amy H.—Geometry, Trigonometry.
210.—Schwartz, Miss Clara E.—Rhetoric, English Literature, General History, American Literature.
211. Strong, Mrs. Jennie R.—Plane Geometry.
212. Hanson, Samuel H.—General History.
213. Watkins, John E.—Zoology, Rhetoric.
214. Walker, Geo. W.—Trigonometry, Botany, Psychology.
215. Hensley, Philip H., Jr.—Geometry, Trigonometry, Physics, Latin, Rhetoric.
*216. Walker, Clarence C., Sr.—Manual Training.
217. Grear, Miss Helen V.—Algebra.
218. Elder, Miss Ina C.—Algebra, Trigonometry, English Literature, Psychology.
219. Connor, Robert F.—Geometry.
220. Maxwell, Mrs. Cora—Latin.

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No.
221. Lindsey, Mrs. Carolyn—Domestic Art, Domestic Science.
222. Hubbell, Miss Affa—French.
223. Herrington, Miss Bertha—Latin, Bookkeeping, Spanish, Shorthand and Typewriting.
224. Hensley, Philip H., Jr.—English Literature, Psychology, Bookkeeping, Spanish.
225. Crowson, Ernest H.—Botany, Latin.
226. Doty, Miss Hazel C.—Music.
227. Odom, Miss Johnette W.—Spanish.
228. Day, Miss Buda D.—Trigonometry.
229. Kramer, Mrs. Ruth B.—Drawing.
230. Vaughn, Miss Edna—Domestic Art.
231. Richardson, Mrs. Myrtle Shaw—Domestic Art, Domestic Science.
232. Randall, Miss Irene—Domestic Science.
233. Pratt, Miss Orrie V.—General History.
234. Howell, W. R.—Rhetoric, English Literature.
235. Brewer, Miss M. Irene—Botany, Zoology, Rhetoric, English Literature.
236. Gilbert, J. D.—Botany, Rhetoric.
237. Frink, Miss Nellie B.—Geometry.
238. Campbell, Christopher G.—Botany, Rhetoric, General History.
239. Colson, Chas. C.—Zoology, Rhetoric.
240. Chaffer, Herbert J.—Zoology, Rhetoric, English Literature, General History.
241. Golden, Miss Bessie—Trigonometry.
242. Hosford, Robert Lamar—Zoology, Rhetoric, General History.
243. Ricketson, James Edgar—Latin, Rhetoric, General History.
244. Tiller, William Thomas—Rhetoric.
245. Williams, Angelo David—Zoology, Rhetoric, Psychology, General History.
246. Whitelaw, Miss Ione—Rhetoric, English Literature.
247. York, Ira—Botany, Zoology, Rhetoric, General History.
248. Hensley, Philip H., Jr.—Botany, Zoology, General History.
249. Alderman, Miss Myra Annie—Botany, Zoology.
250. Alonzo, Mrs. Kate J.—Rhetoric, English Literature, Spanish.
251. Bridges, Mrs. Annie M. T.—Rhetoric.
252. Butts, Miss Mildred—Latin, Rhetoric, English Literature.
253. Burrows, Mrs. Grace M.—Trigonometry, Rhetoric.
254. Crowson, Ernest Hubbard—Zoology, Psychology.
255. Caho, Miss Annie Camille—Rhetoric, General History, Physical Geography, Ancient History.
256. Grimm, Miss Alta Margaret—Chemistry, General Science.
257. Heidt, Mrs. Amelia Arnold—Rhetoric, English Literature.
258. Houser, Chas. Roy—English Literature, General History.
259. Ingalls, Miss Flora Anita—Chemistry, General Science.
260. Jarrett, Miss Anna Jane—Zoology.
261. Love, Miss Lillie McQueen—Rhetoric.
262. Marsh, Miss Iola—Geometry, Trigonometry.
263. Merbler, Adam Albert—English Literature, Manual Training.
264. McEwen, R. O.—Rhetoric, English Literature, General History.
265. McArthur, Miss Gertrude—Botany, Zoology, General History.
266. Not issued.
267. Metcalfe, Harry Gill—French.
268. Maney, Miss Almarine—Spanish.
269. Parrish, Miss Josie—Botany, Zoology.
270. Roney, Miss Mary Beulah—Music, Drawing.
271. Seichrest, Robt. E.—General History, Spanish.
272. Walker, Chas. H.—Zoology.
273. Wetzel, Frank S.—Physics, Botany, Zoology, Chemistry.

No.
274. Whitelaw, Miss Laura—Zoology, Rhetoric, General History.
275. Blitch, Miss Mary M.—Zoology.
276. Gordon, Miss Ammonette—Botany, Psychology.
277. McGuire, Miss Bessie I.—Domestic Art, Domestic Science.
278. Prentis, Miss Mary J.—Domestic Art, Domestic Science.
279. Blake, Mrs. Courtenay—Trigonometry, Zoology.
280. May, Angus E.—Geometry, Trigonometry.
281. Johnson, Miss Zola Inez—Psychology.
282. Bellinger, Miss Eva—Geometry, Latin, Rhetoric, General History.
283. McMullen, Mrs. Mabel—Botany, Zoology, General Science.
284. Miller, Miss Maude E.—Latin, Rhetoric.
285. Palmer, Mrs. Larina S.—Rhetoric, General History.
286. O'Berry, Edmund B.—Rhetoric.
*287. Reddick, Jas. G.—Zoology, Rhetoric.
288. Burrell, Miss Sara—Domestic Art, Domestic Science.
289. Pratt, Miss Dorothy L.—Domestic Art, Domestic Science.
290. Kendall, Miss Amelia—Domestic Art, Domestic Science.
291. Messer, Mrs. Jean T.—Domestic Science.
292. Holt, Miss Grace—Domestic Art, Domestic Science.
293. Brewer, Miss Mary I.—Latin, General History.
294. Cochran, Mrs. Cora—Rhetoric.
295. Russ, Fletcher G.—English Literature.
296. Curington, Orrel V.—Botany, English Literature.
297. Green, Miss Mary W.—Physics, Botany, Zoology, Chemistry.
298. Crawford, Miss Ethel L.—Rhetoric, English Literature, American Literature.
299. DeLaney, Miss Eunice—Trigonometry.
300. Stevens, Miss Martha—Domestic Art.
301. Strong, Mrs. Jennie R.—General History.
302. Crowson, Ernest H.—Trigonometry.
303. Cooper, Miss Belle B.—Physics, Botany, Zoology, Chemistry.
304. Faulkner, T. E.—Geometry, General History, Manual Training.
305. Ireland, Miss Edna—Algebra.
306. Mosely, Miss Eleanor D.—Algebra, Geometry, Trigonometry.
307. Phillips, Miss Iowa E.—Algebra, Geometry, Trigonometry.
308. Rippberger, Mrs. Ada C.—Latin, Rhetoric, English Literature.
309. Stevens, Miss Martha—Domestic Science.
*310. Reddick, Jas. G.—Botany.
311. Wellborn, William G.—Latin, Psychology.
312. Bates, A. W.—Algebra.
313. Gills, Miss Elizabeth—Algebra, Geometry, Rhetoric.
314. Holland, Geo. Q.—Psychology.
315. Withers, Aubrey V.—Botany, Zoology, Psychology.
316. Hasse, Mrs. Grace D.—Music.
317. Miller, Miss Angus R.—Algebra, Geometry.
318. McQueen, Miss M. Virginia—Rhetoric.
*319. Lewis, Mrs. Carrie C.—Latin.
320. Brown, Mrs. Grace H.—General Science.
321. Brands, Mrs. Rosa—Music.
322. Christ, T. J.—Manual Training.
323. Carpenter, Miss Jennie—Domestic Art, Domestic Science.
324. Donoho, H. N.—Algebra, American History, Ancient History.
326. Greenwood, William—Spanish.
327. Montgomery, Miss Estella—Algebra.
328. Munsey, Miss Lassie M.—Geometry.
329. Pressly, Henry E.—Spanish.
330. Rowe, Miss Earle—Domestic Art, Domestic Science.

*Negro.

No.
*331. Street, Mrs. Idella—Domestic Science.
332. Tulane, Miss Lida—Physical Geography.
333. Tippetts, Miss Frances H.—General History, Chemistry.
334. Welch, Miss V. Lara—Physical Training.
335. Davis, John H.—Algebra.
337. Grimm, Miss Alta M.—Physics.
338. Grimm, Miss Hazel V.—General Science.
339. Hathaway, William B.—Spanish.
340. Sterling, Miss Winona—Rhetoric, General History, French, General Science.
341. Langston, B. G.—General History.
342. Porter, Miss Marguerite—Music.
342½. Russ, Fletcher G.—General History.
343. Gault, Mrs. Hazel E.—Music.
344. Innis, Mrs. Edessa C.—Rhetoric, English Literature.
345. Inderreiden, Miss Laurena—Music, Drawing.
346. Lockhart, Miss Dorothy—Rhetoric, English Literature, French.
*347. Bonner, Miss Petrona—Domestic Science.
*348. Lewis, Miss Mattie E.—Domestic Science.
349. Bryan, Miss Vergie—Geometry.
350. Baya, Mrs. Elizabeth C.—Music.
351. Gissendanner, Miss Wynona—Physical Geography.
352. Martin, Miss Ruth—English Literature.
353. Jones, Miss Helen D.—Domestic Art, Domestic Science.
353½. Davis, Miss Marguerite H.—Rhetoric.
354. McMillan, Miss Gladys—Algebra.
355. Schouter, Miss Helen M.—Chemistry, General Science.
356. Smith, Miss Myrtle R.—Algebra, Geometry, Physical Geography.
357. Thomas, Miss Olivia J.—Music.
358. Blake, Mrs. Courteney M.—Geometry, Botany, Rhetoric.
359. Craven, Harry B.—Physics, Zoology, Psychology.
360. Blitch, Mrs. Mary M.—Rhetoric, General History.
361. Dupont, Miss Louise—French.
362. Finney, Miss Carolyn—Rhetoric.
363. Jeffries, Miss Leonora—Algebra.
364. Rynerson, Jas. L.—Rhetoric, English Literature, General Science, American Literature, Ancient Literature.
366. Roseborough, Rudolph M.—French.
367. Smith, Miss Stella—Algebra, Physics, Zoology, Physical Geography.
368. Tanner, Miss Julia S.—Zoology, Rhetoric.
369. Duncan, Mrs. Blanch T.—Domestic Art, Domestic Science.
370. Hayes, Miss Mary R.—General History.
371. Lang, Mrs. Imogene—Botany, Physical Geography.
372. Maxwell, Mrs. Cora—Algebra.
373. Orr, Miss Mary L.—Domestic Art, Domestic Science, Bookkeeping.
374. Rowe, Miss Elizabeth H.—Domestic Art, Domestic Science.
375. Shannon, Miss Anna—Music.
376. Bates, Anthony—Geometry.
377. Clark, Miss Marion A.—Latin, Modern History.
378. Collings, Miss Mary K.—General History.
379. Craven, H. B.—General History.
380. Flowers, A. H.—Geometry, Latin.
381. Gordon. Miss Pauline E.—Chemistry, Domestic Science, Physical Geography, General Science.
382. Maxwell, Mrs. Mary B.—Rhteoric, English Literature.
383. Walker, Mrs. Nell K.—Geometry.

*Negro.

No.
384. Waterman, Mrs. Hazel H.—English Literature, American Literature.
385. Bridges, Ella H.—Latin.
387. Chambers, Arthur P.—Bookkeeping.
388. Graves, Miss Sarah—Rhetoric, English Literature, General History.
389. Kennon, Miss Margaret E.—Algebra, Physical Geography, Ancient History.
390. Lytch, Miss Alma—Music.
391. Miller, Miss Maude—General History.
392. Holland, Geo. Q.—Geometry, Rhetoric.
393. Walker, Chas. H.—Botany.
394. Fisher, Edna M.—Spanish.
395. Knight, Miss Natalie E.—General Science.
396. McChesney, Miss Alice R.—Algebra.
397. Sievers, Miss Clara—Domestic Art, Domestic Science.
398. Tulane, Miss Lida—Rhetoric, English Literature, General History.
399. Verplanck, Hiss Helen G.—Rhetoric, English Literature, General History, American Literature.
*400. Daly, Miss Cammie A.—Domestic Science.
*401. Hanna, Miss Luella C.—Domestic Science.
402. Donoho, H. N.—Physics.
403. Maroney, Ira L.—Manual Training.
404. Montgomery, Miss Estella—Physical Geography.
405. Pierson, I. T.—Latin.
406. Shepherd, Miss Maida—Music.
407. Cash, W. T.—Botany.
408. Hogan, Miss Anna—Geometry, Trigonometry, Physics, Botany, Zoology.
409. Swain, Miss Jewell—Geometry, Trigonometry.
410. Creary, Miss Julia E.—Spanish.
411. Whitehead, Carmie E.—Botany, Latin, Rhetoric, English Literature, American Literature.
412. Bridges, Miss E. Lurline—Spanish.
413. May, A. E.—Botany, Rhetoric.
414. Milton, Miss Eva—Ancient History.
415. Walker, Ray H.—General Science.
416. Taylor, Miss Arrah L.—Domestic Art, Domestic Science.
417. Boutelle, Mrs. Margaret W.—Latin, English Literature, American Literature.
418. Foote, Miss Hilah R.—Music.
419. Shadewald, Miss Elsie A.—Modern History.
420. Dunphey, Miss Nettie M.—General History.
421. Green, Miss Mary W.—Rhetoric.
422. Tunis, Mrs. Edessa C.—General History.
423. Kiser, Miss Mabel V.—Bookkeeping, Shorthand.
424. Lang, Mrs. Imogene A.—Zoology, Chemistry.
425. Lovelace, Miss Nita R.—Rhetoric, English Literature, American Literature.
426. Taylor, T. DeWitt—Geometry, Zoology.
427. Haskins, Henry S.—Political Economy.
428. Daniels, Chas. R.—Botany, Zoology, Rhetoric, English Literature, General History.
429. Willett, J. Ernest—Physics, Botany.
430. Harn, Miss Julia E.—General History, French.
431. Jones, Thos. H.—Latin.
432. McLaughlin, Miss Mary—Rhetoric, American Literature.

*Negro.

No.
433. Tanner, Miss Julia S.—Botany.
434. Webb, Miss Lucy Jim—Algebra, Latin.
435. Eastman, Edwin H.—Algebra, Latin.
436. Cate, William A.—Chemistry.
437. Chamblee, Miss Ruth L.—Music.
438. Patterson, Miss Helen—Music.
439. Tanner, Miss Eloise M.—Rhetoric, English Literature.
440. Pinholster, Geo. Dewey—Ancient History.
441. Mead, Mrs. Christian H.—Psychology, Theory and Practice, History of Education.
442. Gilbert, J. D.—Physics, Zoology.
443. La Crosse, C. Howard—Agriculture.
444. Shuler, Edward L.—Latin, Rhetoric.
445. Jeffries, Miss Leonora—Geometry.
446. Littleton, J. T.—Geometry.
447. Eads, Miss Catherine E.—Algebra, Geometry, Physics.
449. Schuyler, Edwin H.—Algebra, Geometry, Trigonometry, General History.
450. Thomas, Miss Claude Ila—Algebra, Geometry.
451. Whitehouse, Miss Marie B.—Geometry, Bookkeeping, Stenography and Typewriting.
452. Wounacott, Miss Alice—Penmanship.
453. Ayward, Miss Camille—French.
454. Bates, A. W.—Trigonometry.
455. King, Mrs. Nellie—Latin, General History.
457. Stone, Miss Annie C.—General History, French.
*458. Reddick, Jas. G.—Physics.
459. Not issued.
460. Colson, Chas. C.—Physics, Botany, Rhetoric, Psychology.
461. Colwell, Miss Elfrida V.—Botany, Zoology, General Science.
462. Diaz, Mrs. Jennie G. B.—Spanish.
463. Smith, Wm. O.—Algebra, Physical Geography, General Science.
464. Pope, Miss Fannie—Algebra.
465. Campbell, Christopher G.—Geometry, English Literature.
466. Barron, Mrs. Maude—Rhetoric.
467. DeLaney, Miss Eunice—Geometry.
468. Glenn, Miss Blanche—Domestic Art, Domestic Science.
469. Groves, Miss Minnie—Penmanship.
470. Ray, Miss Mollie E.—Rhetoric, English Literature.
471. Hopkins, Miss Julia E.—Domestic Art, Domestic Science.
472. Oliver, Miss Ethel L.—Domestic Art, Domestic Science.
473. Pipkin, Miss Beulah—Domestic Art, Domestic Science.
474. Rippberger, Mrs. Ada C.—French.
475. Thompson, Miss Annie C.—Ancient History.
476. Gillard, Miss Grace M.—Penmanship.
477. Abbott, Chas. E.—Botany, Rhetoric.
478. Carter, E. W.—Botany.
479. Feagle, W. B.—Botany, Zoology, Rhetoric, English Literature, Psychology.
480. Holland, Geo. Q.—Trigonometry, Physics, Botany, Eng. Literature.
481. Johnson, Miss Zola Inez—Physics, Botany, Rhetoric.
482. May, A. E.—Zoology, English Literature, Psychology.
483. Taylor, T. DeWitt—Physics, Botany, Psychology.
484. Withers, Aubrey V.—Physics, Eng. Literature, General History.
485. Clyde, Mrs. J. R.—Rhetoric, English Literature, General Science, American Literature.
486. Gillis, Miss Estelle—Penmanship.

*Negro.

No.
487. Tatum, Miss Mamie Ruth—Music.
488. Daniels, Chas. R.—Physics, Psychology.
*489. Lewis, Mrs. Carrie C.—Latin.
*490. McLendon, Mrs. Martha B.—Rhetoric, English Literature.
491. Russell, Miss Lelia—Bookkeeping, Stenography and Typewriting.
492. Littleton, J. T.—Latin, Rhetoric, English Literature, Psychology, General History.
493. Willett, J. Earnest—Zoology, Latin, Psychology.
494. Lassennis, Miss Eunice D.—Penmanship.
495. Montgomery, Miss Estelle—Geometry.
*496. Jones, Quinn—Botany.
497. Singletary, Albert M.—Zoology.
498. Taylor, T. DeWitt—Trigonometry, Latin, English Literature.
499. Lochrie, Miss Anabel—Domestic Art.
500. Montgomery, Miss Estelle—Trigonometry.
501. Withers, Aubrey V.—Rhetoric.
502. Steedly, H. T.—Physics, Botany.
503. Beckett, Miss Alma E.—Domestic Science.
504. Lochrie, Miss Annabel—Domestic Science.
505. Trottman, W. E.—Psychology.
506. Tyre, Miss Alice A.—Domestic Art, Domestic Science.
507. Abbott, Chas. E.—Zoology.
508. Burns, David F.—Psychology.
509. Alligood, Miss Ollie—Latin.
510. Bailey, Miss Andromache—Rhetoric, English Literature.
511. Bogue, Miss Ruth—Rhetoric, English Literature.
512. Clark, Miss Halys—Botany, Chemistry.
513. Colwell, Miss Elfrieda V.—Physics.
514. Coverston, Mrs. Estelle—Domestic Art, Domestic Science.
515. Felton, Miss Allie Lou—Physics.
516. Griffin, Miss Sara D.—Domestic Art, Domestic Science.
517. Jones, Mrs. Maude F.—Rhetoric, English Literature.
518. Judy, Miss Marjorie—General History, Spanish.
519. Randall, Miss Irene—Domestic Art.
520. Wentworth, Alton H.—Psychology, General History.
521. Williams, Miss Genetta M.—Music.
522. Woodberry, Miss Mary E.—Zoology.
523. Barrett, Miss Mary B.—Trigonometry, Latin, Rhetoric.
524. Fordham, Mrs. Julia C.—Latin, Psychology.
525. Hickman, Miss Minnie E.—General History.
526. Malone, Miss Glennie J.—General History.
527. Singletary, A. M.—Botany, Psychology.
*528. Sampson, Geo. M.—Trigonometry, Physics, Latin, Rhetoric, Psychology.
529. Mahin, Mrs. Lottie E.—Rhetoric.
530. Adams, Mrs. Annie McP.—Rhetoric.
531. Adams, Miss Ruth—Rhetoric, French.
532. Alderman, Miss Myra A.—General History.
533. Beck, Miss Mabel K.—Algebra, Geometry, Trigonometry.
534. Bostick, E. C.—Rhetoric, English Literature, General History.
*535. Brown, Miss Lucile G.—Domestic Science.
536. Buchholz, Mrs. Emma K.—Drawing.
537. Cawthon, Mrs. Anne W.—American Literature.
538. Chandler, J. L.—Rhetoric.
539. Carlton, Boyd—Latin, Rhetoric, French.
540. Dale, Miss Ella A.—Latin.
541. Dodge, John B.—Music.

*Negro.

No.
542. Dunphey, Miss Nettie M.—Rhetoric, English Literature, American Literature.
543. Honiker, Mrs. Marian—Music.
544. Huber, Mrs. Ruth—Music, Drawing.
545. Lent, Miss Elizabeth—Botany.
546. Lewis, Miss Celeste—Physics, Botany, Zoology.
547. Macy, Edwin E.—Spanish.
548. Magill, Mrs. Mary A.—General History, Spanish.
549. McCullough, Miss Fay—English Literature.
550. McEwen, R. O.—Physics, Botany, Zoology.
551. McQuarrie, Miss Nellie—Domestic Art, Domestic Science.
552. Meredith, Mrs. Lizzie W.—French, Spanish.
553. Miller, Miss Helen M.—General History.
554. Revels, Fred O.—Botany, Zoology, Rhetoric, General History.
555. Stock, Joseph W.—Rhetoric, English Literature.
556. Walker, Chas. H.—General Science.
557. Wallis, Miss Theodosia O.—Rhetoric.
558. White, Miss Ruth—Rhetoric, English Literature, American Literature.
559. Willoughby, Miss Gertrude E.—Music.
560. Bearden, Miss Leo M.—Zoology.
561. Church, Miss Alice L.—Trigonometry, Psychology.
562. Clayton, E. A.—Botany, Zoology, Rhetoric, General History.
563. Colson, Chas C.—Trigonometry, Rhetoric, General History.
564. Cary-Elwes, Herbert—Latin, Rhetoric, English Literature, Psychology, General History.
565. Feagle, W. B.—Geometry, Trigonometry, Physics.
566. Hayes, M. S.—Botany, Zoology, Rhetoric.
567. Lipsey, James J.—Latin, Rhetoric, General History.
568. Walker, Chas. H.—Physics, Rhetoric, English Literature, Psychology.
569. Barranco, Francis M.—Latin, Rhetoric, Spanish.
570. Bridges, Mrs. Annie M. T.—Spanish.
571. Donoho, H. N.—General History, Physical Geography, American Literature..
572. Donoho, Mrs. Kate K.—Zoology, Rhetoric, General History.
573. Everett, Miss Agnes—Algebra.
574. Faulkner, F. E.—Algebra.
575. Hawley, Miss Mary A.—Physics, Latin, English Literature.
576. Hilburn, Mrs. Rebah—Latin.
577. John, Miss Daisy Belle—Rhetoric, English Literature, American Literature, Expression.
578. Pinholster, G. D.—Botany, Zoology, Rhetoric, General History.
579. Revels, Fred O.—Rhetoric.
580. Green, Miss Mary W.—Geometry, Latin, English Literature, Psychology, General History.
581. Dodson, E. D.—Botany, Zoology.
582. Kitchen, Miss Helen M.—Domestic Art, Domestic Science.
583. Nelson, C. W.—Botany.
584. Chapman, Miss Mattie P.—Zoology, Latin.
585. Crawford, Miss Ethel L.—Botany, Zoology, General History.
586. Belnap, Miss Edith—Physical Geography.
587. Bullard, N. H.—Geometry.
588. Johnson, Miss Frances M.—Algebra, Geometry, Trigonometry.
589. McDonald, Miss B. Hazel—Shorthand and Typewriting.
590. Smith, Miss Emma B.—Chemistry.
591. Caplinger, Miss Kate M.—Algebra, Latin, Rhetoric.
592. Edwards, W. E.—Latin, French.
593. Le Van, W. C.—Psychology.

No.
594. McCombs, Mrs. Maud M.—Music.
595. Nourse, Miss Audrey E.—Rhetoric, English Literature, General History, French, Spanish.
596. Sunday, Mrs. Elizabeth—Latin.
597. Weidling, Miss Elise M.—Music, Drawing.
598. Wisdom, Miss Anne M.—Rhetoric, English Literature, American Literature.
599. Littleton, J. T.—Physics, Botany, Zoology.
600. Ewing, Edwin—Manual Training.
*601. Carter, Miss Florence M.—Domestic Science.
602. Shireman, Miss Hazel P.—Music, Drawing.
603. Brown, Miss Martha E.—Rhetoric, English Literature.
604. Page, A. E.—Zoology, General History.
605. Shivalle, Mrs. Eva—English Literature.
*606. Roberts, Norton S.—Algebra, Geometry, Physics, Chemistry.
607. McCaskill, Miss Mollie—Domestic Science.
608. Brent, Miss Annie Vernon—Latin.
609. Cash, William T.—English Literature.
610. Jackson, Andrew E.—Zoology.
611. Shriner, Chas. H.—Algebra, Zoology, General History.
612. Winfield, Miss May E.—Physics.
613. Chapman, Miss Anna Laura—Domestic Art, Domestic Science.
614. Myers, Miss Harriet—Botany.
615. Not issued.
616. Hoff, Miss Emma—Domestic Art, Domestic Science, Manual Training.
617. Jackson, Chas. E.—Manual Training.
618. Johnstad, Albert—Bookkeeping, Shorthand and Typewriting.
619. Lindermeyer, Miss Sadie L.—Music.
620. Sunday, Mrs. Elizabeth—General History.
621. Van Zandt, Miss Estel—Drawing.
622. Green, C. E.—General Science.
623. Green, Miss Dorothy F.—French.
624. Alexander, Miss Dorothy—Latin.
625. Johnson, Miss Frances M.—Latin.
626. Kane, Elisha K.—Physics, Botany, Zoology, Chemistry.
627. Kennedy, Miss Margaret—Physical Training.
628. Lance, Miss Laura Bell—Rhetoric, English Literature.
629. Macvicars, Miss Alice M.—Algebra, Geometry, Trigonometry.
630. Parke, Miss Ruth V.—Domestic Art.
631. Prosser, James W.—Algebra.
632. Ramp, Oliver B.—Manual Training, Mechanical Drawing.
633. Stroup, Miss Edna—Domestic Art, Domestic Science.
634. Slingluff, Mrs. Olive A.—Music.
635. Thomason, Miss Ruth—Domestic Science.
636. Walter, Miss M. Elizabeth—Music.
637. Ward, Miss Marie A.—General History.
638. White, Victor E.—Rhetoric, General History, Ancient History.
639. Twyman, Miss Julia—Latin.
640. Nelson, Clarence W.—Physics.
641. Osterhoudt, Wm. L.—Spanish.
642. Baker, Miss Hattie M.—Algebra, General Science.
643. Battles, Miss Frances—Latin.
644. Beall, Miss Lucile L.—General History, French.
645. Coult, Miss Eva E.—Rhetoric, American Literature.
646. Dix, Marion A.—Bookkeeping, Stenography and Typewriting.
647. Fisher, Miss Grace M.—Domestic Art, Domestic Science.

*Negro..

No.

648. Ludwig, Miss Agnes C.—Algebra, General Science.
649. Morris, Miss Rachel—Rhetoric, Physical Geography, American Literature, American History.
650. Robbins, Miss Mariel—Domestic Art, Domestic Science.
651. Thompson, Carl W.—Manual Training.
652. Mebane, Wm. N.—Botany, Latin, Rhetoric, Psychology.
653. Peters, Mrs. Alice K.—Geometry, Latin, Rhetoric.
654. Ray, Rufus R.—Physics, Botany, Zoology, Latin.
655. Not issued.
656. Armstrong, Miss Delta—Algebra, Latin.
657. Cox, Linton Law—Physics, Chemistry, General Science.
658. Cureton, Miss Elizabeth—Algebra, Botany, Zoology, Chemistry, Physical Geography.
659. Haynes, John M.—Botany, Zoology, Physical Geography.
660. Sumner, Glenn—Physics, General Science.
661. Avery, Miss Nell P.—Rhetoric, English Literature, American Literature.
662. Beck, Dow G.—Geometry, Physics, Bookkeeping, Commercial Arithmetic.
663. Dunn, Carlton E.—Algebra, Geometry, Trigonometry.
664. Hay, Wm. B.—Botany, Latin, Ancient History.
665. Kane, John F., Jr.—Manual Training, Mechanical Drawing.
666. Shawver, John L.—Manual Training, Mechanical Drawing.
667. Ward, Miss Ruby—Music.
668. Weid, Miss Grace S.—Music, Drawing.
*669. Williams, W. A.—Manual Training.
670. McKinney, Miss Nell—Domestic Art.
671. Clark, F. G.—General History, French.
672. Gunson, Ira L.—Latin, Rhetoric, General History.
673. Hinson, M. R.—Algebra.
674. Avery, Miss Gladys D.—Algebra, Geometry, Trigonometry, Botany, Commercial Arithmetic.
675. Basford, O. L.—Algebra, Geometry, Trigonometry.
676. Burney, Miss Margaret Sue—Trigonometry.
677. Christopher, Mrs. Alma M.—General Science.
678. Davis, Miss Lillian—Music.
679. Dopkins, Miss Florence—Rhetoric, English Literature.
680. Ellenberger, I. C. M.—Physics, Botany, Zoology, Rhetoric.
681. Fowler, Miss Annie E.—Rhetoric.
682. Geiger, Miss Lois C.—Latin, Physical Geography.
683. Hunter, Mrs. Alice McCord—Algebra, Latin, Rhetoric.
684. Johnson, Chas. E.—Physics, Botany, Zoology, Chemistry.
685. Lee, Mrs. Laura—Rhetoric, English Literature.
686. Oliver, Miss Ethel Lucile—Rhetoric, American Literature.
687. Plecher, Andrew—Physics, Latin, Chemistry, French, Spanish.
688. Pollard, Miss Florence M.—Rhetoric, English Literature, American Literature.
689. Record, Harry E.—General History.
690. Ritchie, Mrs. Edith A.—Algebra, Rhetoric, English Literature, General History.
691. Spaulding, Miss Bertha H.—Domestic Art, Domestic Science.
692. Stroud, M. R.—Algebra, Psychology, Physical Geography.
693. Stephens, Miss Nina Mae—Rhetoric.
694. West, Oliver Perry—Botany, Rhetoric, English Literature, General History, Physical Geography.
695. Bostick, E. C.—Botany, Zoology.
696. Carmack, Miss Agnes C.—Physics, Latin, General History.

*Negro.

No.
697. Royer, Carl E.—Trigonometry, Physics, Botany, Latin, Rhetoric, Psychology, General History.
698. Anderson, Miss Furlow—Music.
699. Bulgin, Miss Mary E.—Algebra.
700. McFerran, Miss Christian—Music.
701. Rinkel, Miss Diza Mae—Manual Training.
702. Sawyer, W. E.—Algebra.
703. Royer, Carl E.—Algebra, Zoology, English Literature, Chemistry.
704. Smith, B. M.—Latin, French.
705. Billings, Miss Bernice V.—Rhetoric, Domestic Science.
706. Kelsey, Miss Jessie—Drawing.
707. Peterson, Simon—Latin, Rhetoric, General History.
708. Miller, Mrs. Maud C.—Domestic Art, Domestic Science.
709. Riley, A. E.—Chemistry.
710. Shriner, Chas. H.—Geometry, Trigonometry.
711. Shrivalle, Mrs. Eva A.—Rhetoric, American Literature.
*712. Albury, Mrs. Ruth A.—Domestic Science.
*713. Phillips, W. W.—Manual Training.
714. Christy, Miss Edith E.—Rhetoric.
715. Coult, Miss Eva Elizabeth—Algebra.
716. Edwards, Mrs. Rosie H.—Algebra, Latin.
717. Huddleson, Miss Lulah—Bookkeeping, Commercial Arithmetic, Stenography and Typewriting.
718. Johnson, Miss Florence I.—Rhetoric.
719. Leonard, Miss Gladys A.—English Literature, General History.
720. Ludwig, Miss Agnes C.—Botany.
721. McWhorter, Miss Lula—Bookkeeping, Stenography and Typewriting.
722. Smiley, P. K.—Physics.
723. Thrasher, Miss Stella E.—English Literature, General History.
724. George, Mrs. Elizabeth—Botany.
725. Jones, Miss Jessie A.—Rhetoric, English Literature, American Literature.
726. Peeples, Miss Lorace—Rhetoric, General History.
727. Wisecarver, Robt. R.—General History.
728. Herring, Mrs. Sallie—Domestic Science.
729. Burns, D. F.—Botany.
730. Fox, Sylvester C.—Latin, Rhetoric, Psychology.
731. Grossman, Edgar F.—Chemistry.
732. Haynes, John M.—General History.
733. McKenzie, Miss Estelle—General History.
734. Stone, Miss Annie C.—Latin.
735. Tucker, L. L.—General History.
736. Wheeler, Mrs. Mary P.—Music.
737. Alligood, Miss Ollie J.—General History.
738. Shaw, Frank C.—Algebra, General History.
739. Williams, Ceshel C.—Manual Training.
*740. Trammell, Miss Ora Dee—Domestic Science.
741. Hannon, Miss Fannie—Domestic Science, General Science.
742. Grear, Miss Helen V.—Latin, Rhetoric.
743. Willett, J. Ernest—Bookkeeping, Manual Training, Mechanical Drawing.
744. Thomas, T. Shepard—Rhetoric, Political Science.
745. Bradford, Mrs. Lula B.—Rhetoric, English Literature, American Literature.
746. Donoho, H. N.—Geometry, Physics, Botany, Zoology, Latin, Rhetoric, Psychology.

*Negro.

No.
747. Ellenberger, Ira C. M.—Latin, Psychology,
748. Green, Miss Margaret E.—Rhetoric, American Literature.
749. Houseworth, Miss Clara—English Literature, American Literature.
750. Jenks, Mrs. Ethel Murrish—Algebra, Botany.
751. Overhultz, William Lester—Shorthand and Typewriting.
752. Spencer, Edward Raymond—Latin.
753. Fox, Sylvester C.—Botany, Zoology.
754. Hunt, Mrs. Jean R.—Algebra, General History, Chemistry, General Science.
755. Jeffries, Miss Leonora—Trigonometry.
756. Key, Miss Josephine—Botany, Zoology, Rhetoric, English Literature, General History, Chemistry.
757. Gray, Mrs. Elizabeth—Music, Drawing.
758. Wilkinson, John B.—Botany, Zoology.
759. Campbell, Miss Neely—Domestic Art, Domestic Science.
760. Woodward, Mrs. Dyalthia B.—Algebra.
761. Ellenberger, Ira C. M.—English Literature.
762. Oliver, Miss Ethel L.—English Literature.
763. Blanton, Ivy P.—Botany.
764. Fox, Sylvester C.—English Literature.
765. Withers, Mrs. Aubrey V.—Zoology, Rhetoric.
*766. Kirksey, L. A.—Latin.

GRADUATE STATE CERTIFICATE HOLDERS.

Valid July 1, 1920.

These Certificates are issued to graduates of institutions located within the State, under Chapter 6540, Laws of Florida, and the amended law, Chapter 7373. Those which have been converted into Life Graduate State Certificates are stricken from this list and recorded in the following list.

No.
25. Terry, R. P.
26. DeWolf, Herbert L.
27. Knowles, Gordon B.
28. Mason, Frederick R.
29. Poppell, Thos. J.
30. Hatcher, Jas. F.
31. McPherson, Robt. J.
34. Caldwell, Miss Pearl.
35. Drane, Miss Josephine.
36. Grothaus, Miss Naomi.
39. McCaskill, Miss Myrtice.
43. Walker, Miss Rosa.
44. Wilkinson, Miss Maidie.
45. Hunt, Miss Clyde.
46. Blocker, Miss Ernestine.
50. Lewis, Miss Martha.
51. Livingston, Miss Martha.
52. Major, Miss Priscilla.
53. Moseley, Miss Geneva.
54. McBeath, Miss Edwina.

No.
55. Sikes, Miss Isidora.
58. Langley, Miss Betha.
59. Partridge, Miss Jessie.
61. Bly, Robert S.
62. Chapman, Miss Tillie.
63. Davis, Miss Ella M.
64. Farris, Carl.
65. Harkness, Miss Catherine.
66. Lewis, Miss Elizabeth.
67. Hathcock, Miss Herberta.
68. Padgett, Miss Elsie.
69. Roseborough, Ruskin.
70. Stephens, Miss Marie R.
71. Pflug, Miss Marguerite.
72. Waterman, Miss Constance.
74. Turnquist, Frank.
75. Carson, Miss Inez.
76. Slone, Miss Italia.
77. Alderman, Miss Ina.
78. Helseth, Miss Emma O.

*Negro.

No.
79. Arnold, Miss Alberta.
80. Brodnax, Miss Claire.
81. Ley, Miss Sether.
82. Maxwell, Miss Mabel.
83. Clark, Miss Geraldine.
84. Bates, Miss Mona.
85. Blocker, Miss Marguerite.
86. Bradley, Miss Mary.
87. Elliott, Miss June.
88. Eldredge, Miss Mabel.
89. Fischer, Fred.
90. Gumm, Miss Bessie J.
91. Gilpatrick, Delbert.
92. Hathcock, Miss Nell.
93. Hulley, Miss Louise.
94. Klicker, Miss Eva.
95. Keown, Miss Nell.
96. Liddell, Winfred.
97. Longstreet, Robt. J.
98. Northrop, Paul.
99. Setter, Miss Vivian.
101. Conrad, Miss Myrtle.
102. Null, Miss Millie.
103. Haddock, Miss Aleve S.
104. Swindell, Miss Rosa Lee.
105. Alford, Miss Marion.
106. Edwards, Miss Agnes.
107. Floyd, Miss Mary.
108. Hays, Miss Mary.
109. Hough, Miss Ione.
110. Puleston, Miss Cornelia.
111. Smith, Miss Katherine A.
112. Carroll, Miss Marguerite B.
113. Martin, Miss Pattie.
114. Otto, Miss Mizpah.
115. Jarrell, Miss Phyllis.
116. Ball, Miss Kathryn.
118. Moughton, Miss Ethel.
121. Slemon, Miss Dorothy.
122. Vaughn, Miss Helen.
123. Walker, Miss Claire.
127. Colwell, Miss Elfrieda.
128. Eagleton, Miss Ann Pope.
131. Linton, Miss May.
132. Meyer, Miss Dorris Sara.
133. Michael, Miss Bessie.
134. Montgomery, Miss Katherine.
135. Weaver, Miss Margaret.
137. Lewis, Miss Orlena.
138. Hollinshead, Miss Jane.
139. Brandon, Miss Margaret.
140. Todd, Miss Rex.
141. Ferrell, Miss Florida.
143. Macquire, Miss Lillian.
144. Puleston, Miss Sallie.
145. Adams, Barnett D.
146. Dukes, R. Alex.
148. Hollingsworth, C. I.

No.
149. McCall, Thos. E.
150. Peacock, Avon J.
152. Traxler, L. W.
153. Wilson, Wm. D.
155. Stroman, Miss Adelle.
156. Guice, Miss Elon.
157. Brown, Miss Clara.
158. Gillis, John A.
159. Gray, Leon A.
160. Rider, Abzi L.
161. Thomas, Lacy G.
162. Hatcher, Fritz.
164. Nixon, J. C.
165. Robinson, T. R., Jr.
166. Russell, M. E.
167. Zetrouer, Horace F.
168. Backster, Miss Mary Ruth.
169. Branch, Chester W.
172. Page, Miss Nadine.
173. Tribble, Miss Mary B.
174. Blitch, Loonis.
175. Pattishall, William A.
176. Rogers, Miss Mary.
177. Powell, Miss Mecedes.
178. Peterson, Rudolph.
179. Haynes, Miss Catherine.
180. Jackson, Miss Florence.
181. Prather, Miss Darlie J.
182. Haynes, Miss Mamie.
183. Hulley, Benjamin M.
184. Taylor, Miss Flora T.
185. Esch, Miss Eirene E.
186. Nowell, Miss Rose.
187. Gardiner, William J.
188. Burwell, Miss Sara.
189. Conibear, Miss Florence.
190. Cook, Miss Ruth.
191. Finney, Miss Hazel.
192. Green, Miss Lula Mae.
193. Hart, Miss Lula.
194. Hooker, Miss Tillie.
195. Hotham, Miss Emma.
196. Law, Miss Ada.
197. Major, Miss Priscilla.
198. Moffett, Miss Natalie.
199. Pitchford, Miss Marie.
200. Taylor, Miss Lulu.
201. Scott, Miss Gertrude.
202. Seay, Miss Ruth.
203. Baker, Mrs. Julia.
204. Brown, C. L.
205. Brittle, Miss Cornelia.
206. Evans, Garfield.
207. Alligood, Miss Ollie J.
208. Bartlett, Ruth L.
209. Burleson, Miss Etta.
210. Cathcart, Miss Margaret F.
211. Drayer, Miss Erma.
212. Essex, Miss Mildred.

No.
213. Haile, Miss Esther.
214. Glidewell, Miss Josephine.
215. Hammett, Miss Nellie Irene.
216. Hayden, Miss Katherine.
217. Herrick, Miss Grace I.
218. Hopson, Miss Jeannette.
219. Hines, Miss Hilah.
220. Kennedy, Miss Juanita.
221. Larson, Miss Elin I.

No.
222. Meffert, Miss Mabel.
223. Mills, Miss Edna J.
224. Morris, Miss Julian Nellie.
225. Mosley, Miss Marie.
226. McChesney, Miss Lillian.
227. Odom, Miss Edwine W.
228. Odom, Miss Johnette W.
229. Odom, Miss Ora.
230. Parker, Miss Quinton L.

NEW SERIES, AFTER OCTOBER 1, 1917.

No.
1. Muriel, Miss Sara Evans.
2. Stone, Miss Annie Catherine.
3. Gates, Miss Katherine Maxwell.
4. Eads, Miss Mary Louise.
5. Riggins, Mrs. Mary Virginia.
6. Edwards, Miss Georgia Edith.
7. Pitman, Robert G.
8. Gardner, Miss Eola Leota.
9. Pitman, Mrs. Maggie L.
10. Ware, Miss Ruby.
11. Noxon, James I.
12. Bowen, Miss Olga Ruth.
13. Haynes, Miss Delta C.
14. Lofquist, Miss Evelina A.
15. Walters, Miss Mary Olivia.
16. Eggleton, Miss Jean M.
17. Mathews, Miss Florence B.
18. Christiansen, Miss Bertha Jane.
19. Daugherty, Miss Hazel.
20. Holderman, Miss Alice Mae.
21. Baldwin, Mrs. Elizabeth R.
22. DuPree, Miss Grace Lindsay.
23. Mays, Miss Mary Virginia.
24. Monroe, Miss Kathlyn.
25. Montgomery, Miss Katherine W.
26. Nobles, Miss Lena Belle.
27. Wood, Miss Lucie Eleanor.
28. Maguire, Miss Lillian Irma.
29. Davies, Miss Dorothy.
30. Hargrave, Miss Elsie Isabel.
31. Hines, Miss Hilah M.
32. Laffitte, Miss Pearl G.
33. Moor, Miss Azalee.
34. McGhee, Miss Helen.
35. Powell, Miss Sara Louise.
36. Sloan, Miss Mary Bailey.
37. Theakston, Miss Romaine.
38. Walton, Miss Bethana Elizabeth.
39. Andrews, Miss Mary Cole.
40. Braswell, Miss Jessie.
41. Dann, Miss Elizabeth M.

No.
42. Felton, Miss Allie Lou.
43. Fletcher, Miss Reva.
44. Folsom, Miss Annie Mae.
45. Gardner, Miss Eliza M.
46. Hall, Miss Marion Alice.
47. Harris, Miss Martha Belle.
48. Hayden, Miss Ruth.
49. Johnson, Miss Ada Christine.
50. Mathis, Miss Vida Hortense.
51. Middleton, Miss Helen Caroline.
52. Morgan, Miss Willa.
53. Morris, Miss Gladys.
54. McKenzie, Miss Rose Dell.
55. Price, Miss D. Eurene.
56. Price, Miss Mamie.
57. Pritchard, Miss Harriet E.
58. Schornherst, Miss Mary J.
59. Thomason, Miss Lillian Frances.
60. Kelso, Miss Sallie.
61. Harris, Miss Rebecca Frances.
62. Jenkins, Miss Cecil.
63. Coleman, Miss Marion E.
64. Tilden, Miss Grace M.
65. Traxler, Miss Mina D.
66. Westbrook, Miss Whitlow.
67. Ricks, Miss Ruby L.
68. Badcock, Miss Mary Emily.
69. Anderson, Miss Elizabeth Maury.
70. Northup, Floyd L.
71. Siewert, Miss Frieda V.
72. McDavid, Miss Ammie Boon.
73. Bateman, Miss Minnie.
74. Biddle, Miss Irma Aurelia.
75. Dyer, Miss Mabel Hamilton.
76. Foster, Miss Dora Marguerite.
77. Grant, Miss Ola Maynette.
78. Keck, Miss Vera H.
79. McCullers, Miss Vista.
80. Stine, Miss Margaret H.
81. Scheer, Miss Trixie.
82. Enzor, Miss Florrie Lee.

No.
83. De Cottes, Miss Antoinette.
84. Little, Miss Minnie A.
85. Robinson, Miss Faith L.
86. Seymour, Miss Harriet.
87. Tarlowski, Miss Mary.
88. Weltch, Miss Clara Bailey.
89. Yearwood, Miss Winifred Theresa.
90. Johnson, Miss Lola.
91. Ogilvie, Claude St. C.
92. Wilkinson, Samuel A. B.
93. Russell, Miss Elizabeth.
94. Wells, Miss Lillian Juanita.
95. Martin, Miss Gladys.
96. Johnson, Miss Flora Josephine.
97. Hulley, Miss Mary Crozer.
98. Carpenter, J. A.
99. Fuller, Miss Lillian Parker.
100. Sarven, Miss Alice W.
101. Gregory, Miss Sarah Elizabeth.
102. McBride, Miss Bernalyn.
103. Haynes, Miss Ruth Fuller.
104. Hefner, Miss Edna Mae.
105. Heine, Miss Enid R.
106. Bates, Miss Wilhelmina.
107. Masselink, Mrs. Lavina.
108. Stenwall, Miss Ejda.
109. Cameron, Miss Annie May.
110. Porter, Miss Anna May.
111. Gifford, Miss Kathryn.
112. Ramsdell, Miss Cecile M.
113. Newton, Miss Patty Esther.
114. Selter, Miss Edith.
115. Lynn, Miss Hilda M.
116. Farrior, J. Rex.
117. McKnight, Miss Ada Elizabeth.
118. Stone, Miss Florence Mercedes.
119. Hodges, Lowell Mason.
120. Stoutamire, Ralph.
121. Crafton, L. C.
122. Barber, Miss Corine May.
123. Burleson, Miss M. Etta.
124. Burrows, Miss Alice Fay.
125. Byrne, Miss Mary Deery.
126. Fraleigh, Miss Helen Livingston.
127. Gardner, Miss Gladys R.
128. Gillis, Miss Roberta.
129. Grumbles, Miss Marie.
130. Haile, Miss Esther.
131. Hayden, Miss Katherine D.
132. Holland, Miss Virginia.
133. Igou, Miss Willie N.
134. Mahony, Lora Ellen.
135. Mixon, Miss Marie E.

No.
136. Monroe, Miss Mary Margaret.
137. McLendon, Miss Noble D.
138. Peacock, Miss Emma R.
139. Rivero, Miss Edelmira.
140. Slemons, Miss Dorothy.
141. Shuman, Miss Lillie Nancy.
142. Tervin, Miss Bessie D.
143. Wyckoff, Miss Katherine E.
144. Jones, Miss Hope L.
145. Mosely, Miss Marie.
146. Odom, Miss Edwine W.
147. Slemons, Miss Ella Taylor.
148. Walker, Miss Lorena M.
149. Whitfield, Miss Evelyn Cameron.
150. Friedlander, Miss Mae.
151. Ferguson, Miss Marion Marguerite.
152. Morris, Miss Nellie Julian.
153. Essex, Miss Mildred.
154. Simmons, Miss Viola C.
155. Eagleton, Miss Katie May.
156. Alden, Miss Ellender Lucille.
157. Allen, Miss Viviene Trace.
158. Barnard, Miss Helen Walthour.
159. Brown, Miss Sallie.
160. Foster, Miss Merle Ida.
161. Francis, Miss Dorothy B.
162. Fussell, Miss Emily L.
163. Harvey, Miss Blanche.
164. Hine, Miss Edythe A.
165. Hirch, Miss Ruth I.
166. Holtzendorff, Miss Winifred.
167. Hutchison, Miss Nell.
168. Kanner, Miss Ruth.
169. Kilgore, Miss Elsie.
170. Leenhouts, Miss Elsie M.
171. Linebaugh, Miss Julia.
172. Lisenby, Miss Irene.
173. Mathis, Miss Pollie B.
174. McAllister, Miss Birdella.
174. McInis, Miss Stella.
175. Nash, Miss Anna E.
176. Nash, Miss Louise.
177. Trammell, Miss Middie.
178. Ware, Miss Dorothy M.
179. Williams, Miss Erma Ollie.
180. Adair, Miss Ewin Garner.
181. Davis, Miss Alberta Lee.
182. Pelham, Miss Georgia La Nier.
183. Plumb, Miss Myrtle Maxine.
184. Quayle, Miss Laura.
185. Register, Miss Florrie.
186. Tatum, Miss Jewell M.
188. Templin, Miss Mary Elizabeth.

No.
189. Farrell, Miss Will Maxwell.
190. Farrior, Miss Fleda Staub.
191. Holmes, Miss Ramona.
192. O'Berry, Miss Helen.
193. Taylor, Miss May Jackson.
194. Freeman, Miss Stella Florence.
194. Roseborough, Daniel Douglass.
195. Simmons, Miss Lula Mae.
195½. Matthews, Miss Jeannette D.
196. Daiger, Miss Mary Alexander.
197. Rider, A. Leech.
198. Long, Clifton W.
199. McKay, Mrs. Katherine E.
200. McKay, Glen E.
201. Haseltine, Herbert A.
202. Frye, Thomas Craddock.

LIFE GRADUATE STATE CERTIFICATE HOLDERS.

Issued to graduates of institutions within the State.

The Law.—"A life Graduate State Certificate, good in any part of the State and of perpetual validity, shall be issued by the State Superintendent of Public Instruction, without examination, to any teacher holding a graduate State certificate who has successfully taught in this State for a period of twenty-four months under a graduate State certificate, and who shall present satisfactory endorsement from three persons holding life certificates showing eminent ability in teaching and school government, and the said life certificate shall have thereon the subjects enumerated in the graduate State certificate and shall have all the privileges, rights and benefits conveyed to those holding a life certificate issued as a result of an examination for State certificates as provided by law."—Chap. 7373, Sec. 4, Acts of 1917.

No.
1. Fain, Mrs. Louise C.
2. Helseth, Miss Inga Olla.
3. Otwell, Miss Ruth H.
4. Treadwell, Miss Annie L.
5. Wells, Miss Bessie L.
6. Raa, Mrs. Augusta N.
7. Robertson, Miss Mary.
8. Greene, Miss Ruth.
9. Hogan, Miss Thelma.
10. Warren, Miss Blannie.
11. Watson, Miss Iris.
12. Leach, Miss I. Marjorie.
13. DeSilva, Miss Irma.
14. Dyer, Miss Edith M.
15. Dortch, Miss Rosalie.
16. McIlvaine, Miss Myra F.
17. Manning, Miss Zoe.
18. Wainwright, Miss Amanda C.
19. Williams, Miss Mary Felicia.
20. Williams, Miss Emma F.
21. O'Haver, Pleasant C.
22. Alley, Mrs. Solita Faye (nee Hill).
23. Godley, Miss Grace.
24. Harris, Miss Minna.
25. Pearce, Miss Margaret A.
26. Adams, Miss Ruby.
27. Reid, Miss Etoile.
28. Terry, Robert H.
29. Adams, Miss Mary George.
30. Goulding, Robert L.
31. Sheppard, Miss Mary M.
32. Larson, Miss Olga.
33. Shivers, Mrs. Nella W.
34. Leman, Miss Mary Lou.
35. Murrell, Miss Rennie E.
36. Grier, Miss Lucie.
37. Sawyer, W. E.
38. Hainlain, Miss Elsa.
39. McMillan, Miss Jeanette.
40. Eldridge, Miss Lillian W.
41. Morrison, Miss Kathleen McL.
42. Green, R. A.
43. Spears, Miss Elizabeth.
44. Calkins, Miss Emily E.
45. Hammel, Miss Ellen.
46. Pickett, Miss Gem.
47. Patterson, Miss Lilla.
48. McAlpin, Ira M.

GRADUATE STATE CERTIFICATE HOLDERS.

Issued to graduates of institutions located outside the State, under Section 17, Chapter 7372, Laws of 1917, as amended by Chapter 7942, Laws of 1919.

The Law.—"Any regular graduate of a standard university, college, or normal school requiring a four-year course for graduation, having graduated therefrom since June 15, 1905, and desiring a teacher's certificate in Florida, shall file an application in the form prescribed by the State Superintendent of Public Instruction, which form shall contain, with other matter, a complete transcript of the applicant's college record, showing the branches pursued and completed with the grade made on each branch expressed on the basis of 100, and the number of months each branch was pursued in the school reporting, with a certified copy of his or her diploma, and satisfactory evidence of having taught school successfully for a period of twenty-four months after graduation, a fee of Five Dollars, and satisfactory testimonials as to health and moral character with the State Superintendent of Public Instruction, who, with the President and Dean of the Normal Department of the Florida State College for Women, shall constitute a Commission to review and pass upon all applications for certificates based upon diplomas; and the State Superintendent shall issue a Graduate Primary, a Graduate First Grade, a Graduate Special, or a Graduate State Certificate as the Commission may determine. The applicant's college record must be the same or equivalent as to branches completed and grades made as is required for a Primary, First Grade, Special, or State Certificate issued upon examination under Sections 7, 10, 11, and 12 of this Act; and all certificates issued under this Section shall have the rights, privileges and benefits conferred upon those holding like certificates issued as the result of examination."—Sec. 17, Chap. 7372, as amended by Chap. 7942, Laws of 1919.

No.
1. Chew, Tobias O.
2. Baumgartner, Miss Irene.
3. King, Mrs. Nellie G.
4. Marks, Geo. W.
5. Reece, Joseph I.
6. Hemenway, Thomas.
7. Setzler, Miss Laura.
8. Whitaker, Miss Clarissa.
9. McGuire, Miss Mildred C.
10. Haltiwanger, Robt. S.
11. Ezell, Boyce F.
*12. Long, Mrs. M. E.
13. Rogers, Leonard O.
14. Wardle, James E.
15. Gordon, Miss M. Ammonette.
16. Hogan, John W.

No.
17. Oldham, Miss Mattie L.
18. Clark, Miss Collie.
19. Gault, Bernie H.
20. Gresham, Robt. R.
21. Johnston, James A.
22. Carpenter, H. P.
*23. Lawrence, Judson C.
24. Eastham, Jerome F.
25. Gould, Miss Marguerite E.
26. Henderson, Young A.
27. Tyler, Miss Gem S.
28. Alleshouse, Albert C.
29. Barnes, Miss Eloise A.
30. Sparkman, William C.
31. Sheddan, Miss McLin.
32. Simpson, Miss Lucia C.
33. Weeks, Miss Lillie S.

*Negro.

No.
34. Rhoads, Miss Gertrude.
35. Cooper, Miss Emma L.
36. Ryder, Miss Mabel B.
57. Gillis, Miss Christian.
58. Gale, Miss Addie C.
59. Hosch, Miss Esther.
60. Booth, Miss Laura E.
61. Bryan, Miss Christine M.
62. Fussell, Miss Edna E.
63. Brooks, Coleman A.
64. Thomas, Howard W.
65. Sims, Luther R.
*66. Evans, Miss Lillie C.
67. Hayes, Mrs. Maude D.
68. Cook, Judson M.
69. Bulgin, Miss Mary E.
70. Nelson, Miss May M.
71. Brown, Miss Alice K.
72. Flowers, Albert H.
73. Collier, Joseph M.
74. Hall, Miss Eleanor T.
75. Price, Mrs. M'Lisse E.
76. Robinson, Geo. T.
77. Tiller, William T.
78. Whitener, Miss Annie.
*79. Walker, Clarence C., Sr.
80. Welsh, Miss Margaret A.
81. Fillers, Alvin H.
82. Asbury, Miss Blanche.
83. Windham, Mrs. Florence L.
84. Youngblood, Mrs. Ethel C.
85. Rinkel, Miss Diza Mae.
86. Ward, Miss Thelma.
87. Blanton, Mrs. Mary W.

No.
88. Fuguitt, Green V.
89. Hall, Lester A.
*90. Reddick, James G.
91. Tanner, Miss Eloise M.
92. Stapleton, Wm. C.
*93. Curtright, Arthur C.
94. Washburn, Miss Orilla F.
95. Doutt, Miss Genavieve.
96. Simpson, Miss Anne W.
97. Campbell, Theodore H.
98. Pelham, Miss M. Louise.
99. Young, Miss Maida A.
100. Shuler, Edward L.
101. Seawright, Miss Margaret E.
102. Bell, Chas. B.
103. Currier, Lewis W.
104. Steadly, H. F.
105. Hawley, Miss Mary Amorette.
106. Bearden, Miss Leo.
107. Goette, William L.
108. Page, Alvin E.
109. Carlton, A. L.
110. Naugher, Miss Lois.
111. Sampson, Miss Ruth.
112. Clinie, Mrs. Angeline P.
113. Baskette, Miss Elsie.
114. Long, Samuel .
115. Hollins, Dixie M.
116. Little, Winston W.
117. Blake, Miss Clara Lee.
118. McQuade, Miss Lucile.
119. Key, Miss Josephine.

GRADUATE SPECIAL CERTIFICATE HOLDERS.

Issued under the law quoted last above and valid July 1, 1920.

No.
*1. Sheehy, Miss Juanita—Domestic Science, Domestic Art.
2. Morrill, Miss Jennie H.—Botany, French, General History, Political Economy, Economics.
3. McQuarters, Miss Eva C.—Geometry, Trigonometry, Botany, Rhetoric, Psychology, General History, Music, Analytical Geometry, German, Astronomy, Geology.
4. Fairchild, Miss Elizabeth—Domestic Science, Domestic Art.
5. Horton, Miss Lucile M.—Domestic Science, Domestic Art.
6. Lamons, Miss Mabel—Algebra, Botany, Evidences of Christianity, Sociology, The Bible, Debate.
7. Welborn, Miss Louise—Geometry, Trigonometry, Chemistry, Political Economy, American History, Geology.
8. Brown, Miss Edith R.—English Literature, Psychology, General History, History of Education, Economics.
9. McCain, Miss Mildred—Geometry, Trigonomery, Physics, Botany, Zoology, Latin, Rhetoric, English Literature, Psychology, Chemistry, Astronomy, Geology.

*Negro.

No.

10. Martin, Miss Katherine—Rhetoric, Domestic Science, Domestic Art, Bacteriology, Household Chemistry, History of Art, Physical Training.
11. Barron, Miss Inez J.—Geometry, Latin, French, Greek, Rhetoric, English Literature, Psychology, Physical Geography, History of Philosophy, Pipe Organ, Voice, Elocution.
12. Brownlee, Mrs. Lillian G.—French, Theory of Music, Child Study, Sight Singing, Geology, General History.
13. Blackmon, Miss Jessie L.—Psychology, History of Education, Political Economy, Child Study, Sight Singing.
14. McCoy, Miss Sallie M.—Psychology, History of Education, Music, Sight Reading, Theory, Harmony, History of, Systems, Practice Teaching, etc.
15. Blanton, Mrs. J. A.—Algebra, Geometry, Trigonomery, Physics, Latin, Rhetoric, English Literature, Psychology, Chemistry, German, Ethics, Political Economy, Logic, Astronomy.
16. Sleight, Geo. N.—Latin, Greek.
17. Owen, Miss Elizabeth—French, Spanish, English Literature.
18. Bettinger, Miss Lillian L.—Psychology, General History, History of Education, Ethics, Political Economy, Elocution.
19. Howell, Clarence E.—Geometry, Rhetoric, English Literature, History of Education, German, Educational Methods, Geology, Manual Training, Physical Training, Military Drill.
20. Furnas, Miss Lucile—Geometry, Trigonometry, French, English Literature, Psychology, Chemistry, School Management, Greek and Roman Literature, Physical Training, Elocution.
21. McCoy, Miss Edith A.—French, English Literature, General History, Chemistry, Political Economy, Sociology, Art.
22. Williams, Miss Mary C.—Music.
23. Woodbery, Mrs. Mary E.—Analytical Geometry, Trigonomery, Physics, Latin, French, Rhetoric, English Literature, Psychology, General History, Chemistry, Music, German, American Literature, Political Economy, Logic, Sociology.
24. Baisden, Mrs. Nettie S.—Algebra, Physics, Botany, Rhetoric, English Literature, Psychology, General History, Domestic Science, Domestic Art, History of Education, Manual Training, Music, Methods of Teaching, Ethics, Agriculture, Physical Culture.
25. Rich, Miss Mary D.—Geometry, Latin, Spanish, Music, Library Methods, Descriptive Astronomy.
26. Atkinson, Miss Myrtle E.—Algebra, Geometry, Physics, French, Rhetoric, English Literature, Chemistry, The Bible.
27. Enlow, Elmer R.—Analytical Geometry, German, Greek, Ethics, Debate and Argument.
28. Pearson, I. T.—Psychology, Government, Biology, The Bible, Special Gymnasium, Philosophy of Education.
29. Kishpaugh, Hampton M.—French, Rhetoric, English Literature, Psychology, History of Education, Pedagogy, Ethics, Education, The Bible, Sociology.
30. Burney, Miss Margaret Sue—Algebra, Geometry, Latin, English Literature, Psychology, General History, History of Education, Pedagogy, Calculus, Ethics, Differential Equations.
31. Theegarten, Miss Elsie M.—History of Education, Music, Methods of Teaching, Physical Training, Penmanship.
32. Vaughn, Mallory C.—Psychology, Education, Sociology, Geology, Drawing, Military Science.
33. Hampson, Chas. M.—Botany, Zoology, Rhetoric, Chemistry, Mechanical Drawing, Gymnasium, Rural Economics, Sociology, Agriculture, Woodwork, Forge Practice, Military Science.

No.

34. Riley, Lionel L.—Manual Training, Mechanical Drawing.
35. Callaway, Miss Anna Belle—Ethics, Psychology, History of Philosophy, Expression.
36. Cox, Miss Ethel B.—Botany, Latin, English Literature, Psychology, General History, History of Education, German, Political Economy, Methods of Teaching, Sociology, American Government, Astronomy.
37. Bass, Miss Aurelia L.—Public School Music, Education, Biology, Rhetoric, Agriculture.
38. Morgan, Miss Sue—Algebra, Geometry, Latin, French, Rhetoric, English Literature, Psychology, General History, Chemistry, History of Education, The Bible, Ethics.
39. Freeman, Miss Clara E.—Geometry, English Literature, General History, History of Education, Ethics, Analytical Geometry.
40. Highfill, LeRoy—Agriculture, Horticulture.
41. Williams, Miss Miriam B.—Rhetoric, English Literature, Domestic Science, Domestic Art, American Literature.
42. Grafmiller, O. W.—Trigonometry, Physics, Botany, Zoology, Latin, Psychology, General History, History of Education, Education, Bookkeeping, Agriculture, Political Economy.
43. Pope, C. E.—Geometry, Physics, Botany, Psychology, History of Education, Manual Training, Mechanical Drawing, Education, American Literature, Practice Teaching, Agriculture, Woodwork.
44. Shadewald, Miss Elsie A.—Botany, Rhetoric, English Literature, Chemistry, Theory of Education.
45. Lennon, Marquis L.—Algebra, Trigonometry, Physics, Botany, Latin, Rhetoric, English Literature, Psychology, Chemistry, History of Education, Pedagogy, Greek, Ethics, Political Economy, The Bible, Economics, Expression.
46. MacDonnell, Miss B. Hazel.—History of Music, Piano, Public School Music.
47. Thomas, Wm. R.—Algebra, Latin, French, History of Education.
48. Hamilton, Miss Anna T.—General History, Voice.
49. Christy, Miss Edith E.—Latin, English Literature, Psychology, General History, Domestic Science, Domestic Art, History of Education, Music, German, Ethics, Education, Drawing, Agriculture, Typewriting.
50. Ulrey, Miss Lorraine—Algebra, Trigonomery, Zoology, English Literature, Psychology, Chemistry, German, Education, Physical Training, Astronomy.
51. Scott, Miss Marguerite C.—Algebra, Analytical Geometry, Trigonometry, Rhetoric, English Literature, Psychology, History of Education, Education, Astronomy, The Bible, American Literature, Elocution, Calculus.
52. Wiltrout, Miss Rae—Latin, French, Rhetoric, English Literature, General History, History of Education, Economics, Education, Biology, The Bible, Political Science, Physical Training.
53. Oakes, Miss Louise—Music, Piano, etc., Sight Singing.
54. Cozine, Merton L.—Algebra, Botany, Rhetoric, English Literature, General History, Geometrical Drawing, Agriculture.
55. Cribbett, Miss Nannie Fay—Analytical Geometry, Trigonometry, Latin, French, Rhetoric, English Literature, Psychology, General History, Music, Piano, etc., Ethics, Political Economy, Metaphysics, Biology, Public Speaking.
56. Cassidy, Miss Katharine—Bookkeeping, Shorthand, Typewriting, Business English, Commercial Law, Commercial Arithmetic.

No.

57. Anderson, Miss Sada L.—Geometry, Physics, Zoology, Psychology, Domestic Science, Domestic Art, History of Education, History of Music, Methods of Teaching, Bacteriology, Entomology.

58. Hunter, Raymond B.—Algebra, Trigonometry, Rhetoric, English Literature, History of Education, Chemistry, Pedagogy, Calculus, Ethics, Logic.

59. Simpson, Miss Vera A.—Algebra, Geometry, Physics, Botany, Zoology, Rhetoric, English Literature, Psychology, General History, Chemistry, History of Education, Pedagogy, German, Ethics, Logic, Agriculture.

60. Baughman, Miss Leona B.—Rhetoric, English Literature, Sociology.

61. Taylor, James C.—Algebra, Analytics, Trigonometry, Rhetoric, English Literature, Psychology, Chemistry, History of Education, Rural Sociology, Child Study.

62. Rice, Mrs. Maggie W.—Algebra, Psychology, Domestic Science, Domestic Art, Piano, Sight Singing, Nature Study.

63. Quintrell, John E.—Algebra, Geometry, Analytics, Physics, Rhetoric, English Literature, Psychology, History of Education, Elocution, Ethics, Agriculture, General Philosophy, Logic, Geology, Calculus.

*64. Ford, Miss Sadda B.—Domestic Science, Domestic Art, The Bible, Agriculture.

65. Cass, Mrs. Agnes R.—Botany, Zoology, Rhetoric, Psychology, Child Study, Rhetoricals, Oratory and Debate.

66. Cecil, Miss Lela Mae—Geometry, Trigonometry, Physics, General History, The Bible, Art.

67. Watson, Miss Fannie A.—Latin, French, German, Domestic Art, Domestic Science.

68. Ireland, Miss Edna—German, Psychology, Chemistry, Domestic Art, Domestic Science, Education, Ethics, Sociology, Horticulture, Expression, Physical Training.

69. Petteway, Miss Nannie J.—Algebra, Geometry, Botany, Rhetoric, English Literature, General History, Chemistry, Piano, Political Economy, Astronomy, Expression, Art.

70. Crawford, Mrs. Anita K.—Algebra, Geometry, Zoology, Latin, French, Rhetoric, English Literature, Psychology, General History, History of Education, Piano, Analytics, Ethics, Bible.

71. Fuller, Miss Frances E.—Algebra, Geometry, Physics, French, German, Rhetoric, English Literature, Psychology, General History, Chemistry, Piano, Ethics, Sociology, Geology, Biology, Bible.

72. Loftin, Miss Josephine—Trigonometry, French, Rhetoric, English Literature, Psychology, General History, Chemistry, Domestic Art, Domestic Science, Education, Astronomy.

73. Sparr, Elmer G.—Geometry, German, English Literature, General History.

*74. Hall, Miss Madie B.—General History, Chemistry, Piano, English History.

75. Yancey, Miss Sara W.—Geometry, Latin, Greek, Rhetoric, English Literature, History of Philosophy, Logic, Bible, Sociology, English History.

76. Weber, Miss M. Elizabeth—Rhetoric, English Literature, Nature Study, General History.

*Negro.

No.

77. Robinson, Mrs. Eliza S.—Algebra, Physics, Rhetoric, English Literature, Psychology, General History, Chemistry, Domestic Art, Domestic Science, History of Education, Education, Biology, English History, Nature Study, Drawing, Penmanship.
78. Glosser, Stanley I.—Manual Training, Mechanical Drawing, Bench Work.
79. Copeland, Miss Mary S.—Algebra, Chemistry, Domestic Art, Physical Training.
80. Weaver, Miss Lella Mae—Algebra, Geometry, Trigonometry, General History.
81. Fletcher, Wm. Cody—Algebra, Geometry, Botany, Zoology, Latin, English Literature, Psychology, Bible, Education, Ethics, Political Economy, Physical Geography, American Literature, Mechanic Arts.
82. Twyman, Mrs. Edith M.—Algebra, Zoology, Latin, Rhetoric, English Literature, Chemistry, History of Education, Ethics, Sociology, Education, Physical Geography, Commercial Geography, Agriculture.
83. Gray, Miss Ida M.—Geometry, Trigonometry, Physics, Botany, Zoology, Elementary Music, Education.
84. Sawyer, Ray G.—Manual Training, Mechanical Drawing, Woodwork, Mechanic Arts, History of Indus., Pottery, Copper.
85. McCague, Miss A. Irene—Music, Sight Singing.
86. McDonald, Mrs. Florence L.—Algebra, Geometry, Trigonometry, English Literature, General History, History of Education, Calculus, German, Education, Biology.
87. Waterman, Mrs. Hazel H.—Rhetoric, English Literature, History of Education, Ethics, Education, Bible, English History, American Literature.
88. Myers, Miss Irvel—Rhetoric, English Literature, General History, Domestic Art, Domestic Science, History of Education, German, Education, Greek Archaeology.
89. Donaldson, Miss Sara E.—Geometry, Trigonometry, Latin, French, Rhetoric, English Literature, Psychology, Greek, Ethics, Astronomy, Bible Literature.
90. DeLoach, Miss Florence—Algebra, Domestic Art, Domestic Science, Gardening.
91. Brown, Robt. G.—Algebra, Mechanic Arts, Methods of Teaching.
92. Thompson, Robt. M.—Manual Training, Mechanical Drawing, Carpentry, Physical Training, Gymnastics.
93. Campbell, Miss Edna G.—Rhetoric, Bookkeeping, Penmanship, Spelling, Shorthand, Typewriting, Rapid Calculation, Commercial Law, Commercial Geography, Business Correspondence.
94. Storie, Miss Agnes G.—Geometry, Physics, Psychology, History of Education, German, Education, Ethics.
95. Beeson, Mrs. Caddobelle F.—Latin, English Literature, Domestic Art, Domestic Science, Ethics, Bible, Social Science, Expression.
96. Crawford, Miss Ethel L.—Psychology, Ethics.
97. Bolles, Mrs. Madge E.—Physics, Botany, Latin, Rhetoric, English Literature, Psychology, General History, Chemistry, German, Ethics, American Literature, Bible, Music.
98. Hazlett, Miss Margaret E.—French, Spanish, Domestic Art, Domestic Science, Geology.
99. Shordon, Miss Irma—Algebra, Zoology, Latin, Rhetoric, English Literature, Domestic Art, Domestic Science, Music.
100. Seaver, Miss Meryl L.—Zoology, English Literature, General History, Ethics, Education, Bible.

No.

101. Wisecarver, Robt. R.—Algebra, Geometry, Trigonometry, Physics, Psychology, Chemistry, History of Education, Biology, Bible, American Literature, Political Economy, Metaphysics, Education.
102. Curry, Miss Lesta F.—Physics, Domestic Art, Domestic Science.
103. Battle, Mrs. Jessie H.—History of Education, Education, Sex Hygiene, Sociology, Astronomy, Expression, Forestry.
104. Keezell, Miss Florence A.—Rhetoric, English Literature, Domestic Art, Domestic Science, History of Education, Music, Ethics, Education, Drawing, Physical Education.
105. Adams, Miss Althea L.—School Management, Agriculture, Physical Education.
106. Ham, Miss Eloise—Algebra, Geometry, Trigonometry, Psychology, Domestic Art, Education, Manual Arts.
*107. Roberts, Miss Irene V.—Physics, General History.
108. LeVan, Wm. C.—Geometry, Physics, Astronomy.
109. Howard, Miss Florida E.—Vocal Music.
110. Beck, Miss Mabel K.—Geometry, Trigonometry, Latin, French, Rhetoric, English Literature, Psychology, General History, Chemistry, Domestic Art, Domestic Science, History of Education, School Management, Physical Training.
111. Nickels, Miss Bell.—Geometry, Trigonometry, Physics, Rhetoric, English Literature, General History, Chemistry, Analytical Geometry, Geology, Astronomy, Bible.
112. Williams, Miss Annie Mae—Geometry, Trigonometry, Latin, French, Rhetoric, Psychology, General History, Domestic Art, Domestic Science, History of Education, Music, German, Ethics, Methods in Education.
113. Moore, Miss Anna E.—English Literature, Psychology.
114. Hawley, Miss Mary A.—French, Spanish, History of Education, Ethics, Political Economy, German, Drawing, Harmony.
115. Garison, Miss Bessie L.—Algebra, Trigonometry, Primary Drawing.
116. Dopkins, Miss Florence—French, Psychology, German.
117. Levin, Miss Pauline—Algebra, Geometry, Physics, Botany, Rhetoric, English Literature, Psychology, General History, History of Education, etc., Music, Child Study, Biology, Expression, Primary Drawing.
*118. Ely, Joseph A.—Algebra, Geometry, Rhetoric, General History, Geology.
119. Baskette, Miss Elsie—Algebra, French, Chemistry, Music, European History.
120. Hollins, Dixie M.—Algebra, Chemistry.
121. Little, Winston W.—French, Chemistry, Calculus, Geology.
122. Blake, Miss Clara Lee.—Algebra, Chemistry.
123. Bolton, Miss Mary E.—Botany, English Literature, Psychology, General History, Chemistry.
124. Todd, Miss Ethel N.—English Literature, Bible, Political Science.
125. Eversole, Miss Ruth—Algebra, Geometry, Trigonometry, Psychology, General History, Calculus, Geology, Art.
126. Towers, Miss Burneile—Psychology, Chemistry, Philosophy of Education, History of Education, Domestic Science, Teaching, Design, Hygiene and Sanitation, Bacteriology, First Aid to the Injured, School Management, School Administration.
127. Coe, Miss Beatrice H.—Rhetoric, English Literature.

*Negro.

No.
128. Sellers, Arthur E.—Trigonometry, Physics, Expression, Public Speaking, Bible, Bible History, Rhetoric, English Literature, Psychology, Chemistry, History of Education, Vocal Music, Astronomy, Economics, Observation of Teaching, Mechanic Arts, Home Economics, Expression.
*129. Williams, Miss Mabelle A. E.—General History.
130. Taylor, Emmett—Physics.

GRADUATE FIRST GRADE CERTIFICATE.

Issued under the law quoted last above and valid July 1, 1920.

No.
1. Chittenden, Miss Laura A.
2. Granade, Miss Effie E.
3. Ramsey, Miss Carol.
4. Weber, Miss M. Elizabeth.
5. Boyd, Miss Vallie.
6. Gray, Miss Ida M.
*7. Simpson, Miss Callye D.
8. Hart, Miss Deborah A.
9. Campbell, Miss Grace B.
*10. Crooms, Mrs. Wealthy R.
11. Holbrook, Miss Ruby.
12. Levin, Miss Pauline.
13. Logan, Miss Lula Moore.

GRADUATE PRIMARY CERTIFICATE HOLDERS.

Issued under the law quoted last above and valid July 1, 1920.

No.
1. Baisden, Mrs. Nettie S.
2. Raffo, Miss Caroline.
3. Clark, Miss Mary R.
4. Mansfield, Miss Ruth B.
5. Rumph, Miss Lois.
6. Shepard, Miss Marian.
7. Markhus, Mrs. Clara S.
*8. French, Mrs. Edna Y.
9. Wade, Mrs. Hettie M.
10. Callahan, Miss Gladys C.
11. Mapp, Mrs. Vivian B.
12. Thompson, Miss Lillian F.
13. Scott, Miss Kathryn V.
14. Price, Mrs. Octavia C.
15. Comstock, Miss Bernice L.
16. Hamilton, Miss Bessie L.

TEACHER-TRAINING CERTIFICATE HOLDERS.

Issued under Chapter 6838, Laws of 1915, which was repealed by Chapter 7372, Laws of 1917. There were issued, however, 106 Third, Second and First Grade Certificates under the original Act. The following list gives the ones still valid July 1, 1920, and names the date when each will expire.

No.	Name of Holder.	Grade of Certificate.	Date of Expiration.
1.	Childers, G. C.	First Grade.	Mar. 11, 1921.
3.	Paterson, Miss Fannie L.	First Grade.	Mar. 11, 1921.
4.	Jackson, Miss Katie	First Grade.	Aug. 16, 1921.
5.	Siviter, Miss Mildred	First Grade.	Aug. 16, 1921.
6.	Stiles, Miss Esther	First Grade.	Aug. 16, 1921.
7.	Gilliland, Miss Margaret	First Grade.	Aug. 16, 1921.
8.	Harvey, Miss Malina	First Grade.	Aug. 16, 1921.
9.	Link, Miss Olive	First Grade.	Aug. 16, 1921.

*Negro.

No.	Name of Holder.	Grade of Certificate.	Date of Expiration.
11.	Ezell, Miss Irene	First Grade.	Aug. 24, 1921.
12.	Wyckoff, Miss Katherine	First Grade.	Aug. 24, 1921.
13.	Holloway, Miss Idella	First Grade.	Aug. 24, 1921.
14.	Milton, Miss Bessie	First Grade.	Aug. 24, 1921.
15.	Felton, Miss Allie	First Grade.	Aug. 24, 1921.
16.	McPherson, Miss Annie	First Grade.	Aug. 24, 1921.
18.	Futch, Miss Wilma	Second Grade.	Aug. 24, 1920.
20.	Hutchinson, Miss Zilla	Second Grade.	Aug. 24, 1920.
22.	Paulsen, Miss Christian	Second Grade.	Aug. 24, 1920.
24.	Smith, Miss Ruth	Second Grade.	Aug. 24, 1920.
25,	Terry, Miss Eva Lois	Second Grade.	Aug. 24, 1920.
27.	Allyn, Miss Eileen A.	Second Grade.	Aug. 24, 1920.
34.	Yent, Miss Thelma	First Grade.	Dec. 18, 1921.
36.	Rennolds, Miss Ella	Second Grade.	Dec. 18, 1921.
37.	Cadwallader, Miss Marguerite G.	First Grade.	Sept. 18, 1922.
38.	Smith, Miss Mildred	First Grade.	Sept. 18, 1922.
39.	Thompson, Miss Louise	First Grade.	Sept. 18, 1922.
40.	McRae, Miss Helen	First Grade.	Sept. 18, 1922.
41.	Bruce, Francis A.	First Grade.	Sept. 18, 1922.
43.	Futch, Miss Celestine	First Grade.	Sept. 18, 1922.
44.	Smith, R. Kalin	First Grade.	Sept. 18, 1922.
47.	Freeman, Miss Helen	First Grade.	Sept. 18, 1922.
48.	Straw, Miss Frances	First Grade.	Sept. 18, 1922.
49.	Kennedy, Miss Ruth	First Grade.	Sept. 18, 1922.
50.	Carnine, Miss Helen	First Grade.	Sept. 18, 1922.
51.	Lynn, Miss Jennie	First Grade.	Sept. 18, 1922.
52.	Davis, Miss Daisy	First Grade.	Sept. 18, 1922.
54.	Hedrick, Miss Arda	First Grade.	Sept. 18, 1922.
55.	Roop, Miss Virginia	First Grade.	Sept. 18, 1922.
57.	Albertson, Miss Louise	First Grade.	Sept. 18, 1922.
58.	Skilton, Miss Elsie	First Grade.	Sept. 18, 1922.
59.	Martin, Miss Marvel	First Grade.	Sept. 18, 1922.
60.	Fillingham, Miss Fern	First Grade.	Sept. 18, 1922.
62.	Adams, Miss May	First Grade.	Sept. 18, 1922.
65.	Sheddan, Miss Carrie	First Grade.	Sept. 18, 1922.
66.	Palmquist, Miss Edith	First Grade.	Sept. 18, 1922.
67.	Hamon, Roy L.	First Grade.	Sept. 20, 1922.
68.	McCall, A. D.	First Grade.	Sept. 20, 1922.
69.	Odom, E. S.	First Grade.	Sept. 20, 1922.
70.	Mixon, W. R.	Second Grade.	Sept. 20, 1921.
74.	Bevis, Miss Maude	Second Grade.	Sept. 28, 1921.
75.	Burns, Miss Ida	Second Grade.	Sept. 28, 1921.
76.	Edwards, Miss Mallie	Second Grade.	Sept. 28, 1921.
77.	Fredricksen, Miss Elenora	Second Grade.	Sept. 28, 1921.
78.	Harrison, Miss Willie B.	Second Grade.	Sept. 28, 1921.
81.	Strange, Miss Irma	Second Grade.	Sept. 28, 1921.
83.	Wells, Miss Ruby D.	Second Grade.	Sept. 28, 1921.
84.	Bannerman, Miss Mary	First Grade.	Sept. 28, 1922.
86.	Daniel, Miss Myrtle	First Grade.	Sept. 28, 1922.
87.	Eldredge, Miss Barbara	First Grade.	Sept. 28, 1922.
88.	Godwin, Miss Jewell	First Grade.	Sept. 28, 1922.
90.	Inman, Miss Hattie M.	First Grade.	Sept. 28, 1922.
91.	Mellor, Miss Sadie	First Grade.	Sept. 28, 1922.
93.	Kinney, Miss Sylvia	First Grade.	Sept. 28, 1922.
96.	McAlpin, Miss Allie	First Grade.	Sept. 28, 1922.
97.	McDavid, Miss Myrtie	First Grade.	Sept. 28, 1922.
99.	Pitchford, Miss Lucy	First Grade.	Sept. 28, 1922.

No.		Grade of Certificate.	Date of Expiration.
100.	Reed, Miss Dorothy L.....	First Grade.	Sept. 28, 1922.
101.	Rhodes, Miss Alice.....	First Grade.	Sept. 28, 1922.
102.	Shepard, Miss Alice.....	First Grade.	Sept. 28, 1922.
103.	Watson, Miss Margaret H.....	First Grade.	Sept. 28, 1922.
104.	Leach, Miss Louise.....	First Grade.	Sept. 28, 1922.
105.	McQueen, Miss Laura.....	First Grade.	Sept. 28, 1922.
106.	Lockey, Miss Ruth.....	First Grade.	Sept. 28, 1922.

CHAPTER XIII.

BI-ENNIAL REPORTS OF COUNTY SUPERINTENDENTS.

This Chapter is the best source of getting information as to the general status of education in any county, but if statistical or more detailed information of any particular county is desired, it can be obtained only by tracing the statistical data of that county through the various Tables in Chapters III. and IV. of this report.

If the statements made in this Chapter of conditions in certain counties be compared with the statistical data recorded in the Tables, it would be found that some County Superintendents have not yet had an educational vision, their ideals are still too low, hence they have painted the educational status of their counties with too roseate coloring. Others, where they have taken the time to do so, have given a very fair statement of their work and of educational conditions in their counties.

It will be seen that quite a number of the County Superintendents have made no report for their counties, a larger number failing to do so this year than ever before. This is due, possibly, to the fact that a greater number of them—considerably more than half—went down in defeat at the general election in November. This would indicate that defeat caused loss of interest in the educational reputation and work of their counties.

The following circular letter requesting a report was mailed to each one; more than once to several who failed to report:

Tallahassee, Nov. 22, 1920.

To County Superintendents:

Dear Sirs:

No County Superintendent, especially one soon to retire from office, can afford not to be represented in the Bi-ennial Report of the Department of Education.

In this report you have the opportunity of presenting the work of your county in such shape that it will be preserved in

a tangible form for all time, if you will prepare this report in such manner as to stress the particular aims and successes of your work. These county reports constitute the most valuable and interesting Chapter in the Bi-ennial Report of the State Superintendent.

If you will lay aside other matters and make this report—I consider that ten days is ample time in which to prepare it—I ask you to let me have it within that time.

Allow me to suggest that you be brief and direct in your statements. It is hoped that you will submit your report just as you desire to have it in print; each matter of which you treat being placed under a sub-head. If the suggested subjects do not cover the whole field of the work in your county, discuss, under proper headings, any particular feature not mentioned. I would suggest that you treat especially of the following:

1st. BUILDINGS. Show how many new buildings have been erected for each race during the past two years, their cost, etc., stressing the good points in each building, and giving the total amounts expended for new buildings and repairs on buildings.

2nd. HIGH SCHOOLS. Discuss briefly, and show the excellencies of each school claimed as a high school in your county.

3rd. SPECIAL TAX DISTRICTS. Show the total number of districts, the number of schools aided in each district, and the total amount of money raised by special tax district taxes.

4th. BONDING DISTRICTS. Give the number of Districts bonded, state the amount of bonds levied, and show how it has aided in building up school interests.

5th. COMPULSORY ATTENDANCE LAW. Explain the efforts you have made to execute the law, the successes and difficulties you have met, and show the percentage of increase in average attendance brought about by the Compulsory Law.

6th. CONSOLIDATION OF SCHOOLS. Give the number of schools consolidated, the number of pupils transported, the total cost and the cost per pupil, and also any suggestions you can make as to how to consolidate and transport.

7th. COMPARATIVE EFFICIENCY OF RURAL AND TOWN SCHOOLS. If the country schools are lagging, assign reasons therefor, and make suggestions as to how they may be improved.

As I desire to be brief in this letter, I will only suggest subheads and leave you to discuss them as your own experience and ingenuity may prompt you. You might say something briefly of the following: School Sanitation; Uniform Text-Book Law; County Institutes; Teachers' Summer Schools; Vocational Education; Boys' and Girls' Corn, Pig, and Canning Clubs; School Libraries; Teacher-Training Departments; County School Boards; State Course of Study; Free Text-Books; State Board of Examiners; Rural School Inspectors; High School Inspector; and any other subject that has engaged your thought and attention and that you think would redound to the credit of yourself and your county to advertise to the public. Mention any changes or new laws that appear necessary to you, and briefly discuss the same.

The above is simply thrown out as an outline; each one is not expected to write on every subject mentioned, but only on such as appeal to you. Do not deal in glittering generalities, but be brief and direct in giving such facts as the public should know, which you think will help the cause of education. A great deal can be said in a few printed pages, and it is not desired that any report cover more than five printed pages. An effort will be made to reduce the size of the Bi-ennial on account of the increased cost of printing. I will include a few pictures of new buildings, if you will furnish me cuts either 4x7 or 4x3½ inches.

Now, please do not neglect to file this report and fail to avail yourself of the privilege of recording the history of the progress of your county along educational lines in the Report of the State Superintendent, which will be preserved in the archives of the State for all time.

Wishing each one of you health, happiness, and success, I am,

Yours very truly,

W. N. SHEATS,
State Superintendent.

ALACHUA COUNTY.

Hon. W. N. Sheats,
State Superintendent Public Instruction,
Tallahassee, Fla.

Dear Sir:

Complying with your request, I submit the following report for two years beginning July 1, 1918, and ending July 1, 1920.

BUILDINGS AND REPAIRS.—Since our last report we have erected two rural school buildings for the whites at a total cost of five thousand dollars, one rural school building for negroes at a cost of fifteen hundred dollars. One of the buildings for the whites replaced one destroyed by fire, and one for colored replaced one destroyed by storm. We did very little building and repair work during this period owing to high cost of labor and material.

FURNITURE.—On account of the increase in attendance caused by the Compulsory Attendance Law, we were compelled to buy one carload of pupils' desks in the fall of 1919.

HIGH SCHOOLS.—We have ten schools in the county doing high school work. Two are Junior High Schools, four are Intermediate High Schools, and four are Senior High Schools. The principal of each of these schools holds a State Certificate except one, and that one holds seven Special Certificates on High School subjects. Five of our high school principals are University graduates. The majority of our high school teachers hold a college degree. The high school enrollment has increased approximately forty per cent. during the past two years.

CONSOLIDATION AND TRANSPORTATION.—We have discontinued ten rural schools and are transporting the pupils to Graded and High Schools. We are transporting about seven hundred pupils. We find this to be more expensive than operating the small schools, but it is much more efficient. It also helps to solve the teacher shortage.

HOME DEMONSTRATION AGENT.—We pay part of the salary of the Home Demonstration Agent who works in connection with the schools. Our present agent is a good organizer,

a successful teacher, and is obtaining visible results. We believe this money is wisely spent.

NEEDED LEGISLATION.—There should be some immediate legislation to enable us to meet the growing demands of our schools. The schools have outgrown the income. The amount derived from the ten mills levy in this county is ninety-two thousand, two hundred dollars. We have been forced to appropriate one hundred six thousand dollars for the salary of white teachers alone for the term 1920-21. We had to do this or fail to open many of our schools. The enrollment in practically all of our schools has increased and the work is growing rapidly and substantially. This, however, cannot continue without some financial relief. We favor a Constitutional amendment increasing the Special Tax School District maximum levy to ten mills.

Respectfully,

E. R. SIMMONS,
Supt. Public Instruction, Alachua County.

BAKER COUNTY.

Hon. W. N. Sheats,
State Superintendent Public Instruction,
Tallahassee, Florida.

Dear Sir:

Complying with your request for a report of the schools of Baker County, I beg to submit the following:

BUILDINGS AND REPAIRS.—During the last two years three rural school buildings have been erected at a cost of thirty-six hundred dollars. These buildings are modern in every way, and they mark the growing school spirit of the communities in which they were erected. Additions have been made to several buildings at a cost of fifteen hundred dollars.

Many of our school houses were erected about ten or fifteen years ago, and the cost of repairs is beginning to tell on our finances. Repairs, however, have been made when necessary. About two thousand dollars have been spent by the districts and the county in repairs during the last two years.

Plans have been made to erect a modern high school build-

ing at Macclenny, but the difficulties experienced in erecting buildings, selling bonds, etc., have delayed this much-needed building.

SPECIAL SCHOOL TAX DISTRICTS.—We have eighteen special school tax districts now. Four of these were erected during the last two years. All of our twenty-one schools are in special school tax districts except two small rural schools. All have voted a levy of three mills. Our people are doing all they can to maintain their schools so far as local help goes. We need an amendment which will permit them to raise the millage. Such an amendment would permit the people to do for themselves.

COMPULSORY ATTENDANCE LAW.—This law has produced good results in this county. An attendance officer was employed to see that the law was carried out, and we are glad to report that its enforcement has not been so difficult. The Compulsory Attendance Law has not worked a hardship upon anyone. As our people catch its spirit of fairness to the children of today we believe it will grow in favor. Our enrollment during the school year of 1918-19 was 1,217, and the general average was 650. During the school year of 1919-20 the enrollment was 1,550, and the general average was 1,077. Only the future can tell the actual advance in school work which will result from the more regular attendance under this law. We hope that the next Legislature will take time to remedy all the defects of this long-needed law.

TEACHERS.—We have not been able to secure the services of a sufficient number of trained teachers. Some of our schools have not run the full time because we could not get teachers. The salaries of teachers have been steadily increased and we find that it will be necessary to continue to make increases in their salaries if we expect to make any progress in our schools.

We maintain a summer school of two months for our teachers. This has helped some to overcome the shortage of teachers.

FINANCES.—We levied nine mills for the year of 1919-20. But we did not have enough to run our schools and at the end of the school year the General School Fund was about three thousand dollars in debt. For the year of 1920-21 a

levy of ten mills will be made. For seven years our County School Board has made an economical expenditure of all funds. The increased cost during the last year was due to the increase in enrollment, the increased cost of materials for repairs and new buildings, and the greater cost of furniture, crayon, etc. The need for more money to run our schools will be felt during the near future. More money must be raised by increased assessments or increased millage, or our schools will fall below the average.

The subject of taxation is too great to be discussed here. We believe that we shall have to get a better system of assessing the value of property. The State Tax Commission did a great work along this line, but politics seems to have put the Commission to sleep for all time. It is certain that the millage or the assessment will have to be increased or the schools will suffer.

STATE BOARD OF EXAMINERS.—This Board has done all in its power to help during the last two years. Its work has been a most difficult one—trying to protect the school children on one hand and trying to relieve the serious shortage of teachers on the other. The law creating this Board has many defects that should be remedied. All that has been said about the grading under the old law can be said about the grading of papers under the present system. We are experimenting yet. There has been a better system in use in our country for a long time, but we school people refuse to make use of it.

BOOKS.—The State Adopted Books have been used when we could get them. It has been almost imposible to secure half enough books to supply our needs.

COURSE OF STUDY.—The State Course of Study is followed as nearly as possible in all of our schools. We find this course much better than the old county courses of study.

Yours very truly,

W. R. SIMMONS,

Co. Supt. Pub. Instruction.

BAY COUNTY.

Hon. F. M. Nelson, County Superintendent.

No report received from this county.

BRADFORD COUNTY.

Hon. E. R. Poppell, County Superintendent.

No report received from this county.

BREVARD COUNTY.

Hon. W. N. Sheats,
State Superintendent Public Instruction,
Tallahassee, Fla.

Dear Sir:

I beg to submit herewith my report for Brevard County.

NEW BUILDINGS.—Reinforced concrete building at Melbourne at an approximate cost of $100,000; reinforced concrete building at Grant, Fla., at a cost of $2,600; reinforced concrete building at Shiloh, Fla., at a cost of $2,600, making a total cost of $105,200.

REPAIRS.—Repairs total only $684. When extensive repairs are needed the Board feels justified in building a permanent structure.

SPECIAL TAX SCHOOL DISTRICTS.—We have five special tax school districts in this county, each of which voted the full millage for school purposes.

We have three bonded districts in the county, viz.; First, Second and Fourth. The First District is bonded for $100,000; the Second for $50,000, and the Fourth for $75,000. The moneys derived from such source have been used for the purpose of building, acquiring and equipping high school buildings in the several districts.

ENROLLMENT.—The total school enrollment for 1919 was 1,274, while the average attendance was 914; the total enrollment under the compulsory law was 1,380 and an average attendance of 1,023; this applies to white schools exclusively.

TRANSPORTATION.—The total number of pupils transported last year was 323, and the average cost per capita was approximately $34 per pupil; our total expenditure for transportation alone was $10,963.93.

RURAL SCHOOLS.—The rural schools of this county are doing excellent work, and a strong effort is being made to standardize all of them.

Respectfully submitted,

S. J. OVERSTREET,
County Superintendent.

BROWARD COUNTY.

Hon. C. E. Farrington, County Superintendent.

No report received from this county.

CALHOUN COUNTY.

Hon. W. N. Sheats,
State Superintendent Public Instruction,
Tallahassee, Florida.

Dear Sir:

In compliance with your request, I submit herewith my bi-ennial report for the two years ending June 30, 1920.

NEW SCHOOL BUILDINGS.—During the period embraced in this report we have erected new school buildings at the following places: Carr and Overstreet, and we have another building and two additions under construction. The school board also appropriated $200 for a negro school building at Mt. Zion.

We have expended $4,259.87 during the past two years for new school buildings, whereas during the previous two years we did more building at a cost of less than $3,000. The Carr school building alone cost us around $2,700, but this building is one that any community should feel proud to have located in their midst, for it is a splendid 3-class room school house, complete, ceiled, painted, a cloak room for each class room, check rail windows with the lighting arranged so the light will fall from the left and from behind the pupils. With the exception of one or two minor objections this building was given in by the Rural School Inspector as a modern, well-equipped school house. We had planned and would have done more building but for the high cost of material and labor.

SCHOOL TERM.—We run all of our schools six months. Some of the Special Tax Districts extend their term when their funds will permit.

EXPENDITURES.—During the last two scholastic years we have expended for salaries of teachers the total sum of $45,479.50. Of this amount $44,214.50 was paid to white teachers, and $1,265 to negro teachers. According to the above figures our teaching force cost us $13,456.24 more during the last two years than the previous two years. This is due to an increase in both positions and salaries, but more to an increase in salaries. The salaries of our teachers have been raised something like 33 1/3 per cent. above that of the previous two years. The average monthly salaries of our teachers two years ago were: males, $53.30; females, $39.92; negroes, $20. The average monthly salaries of our teachers for the two years ending June 30, 1920, were: males, $82.44; females, $53.31; negroes, $25.75.

Aside from the expenditures for salaries of teachers and new buildings, I enumerate some of the other more important expenditures, viz.: for new furniture, $1,873.45; for apparatus, $1,803.86; for repair of buildings, $571.48; for fuel, $254.32; for transportation, $490.92; for free books, $131.57. Some of the Special Tax Districts furnish free books.

HIGH SCHOOLS.—We have one accredited Junior High School, located at Altha. In connection with this school we have an Agricultural School, established under the Smith-Hughes Act.

SPECIAL TAX SCHOOL DISTRICTS.—We have twenty-two special tax school districts. All the districts levy the maximum 3 mill tax, which is expended for different purposes, such as lengthening the school term, supplementing the salaries of teachers, supplementing the county appropriation for new buildings, etc. The districts are practically all out of debt and in very good shape.

BONDED DISTRICTS.—We have two bonded districts; District No. 16, Port St. Joe, an account of which I gave in my last report, and since that time and during the year 1919, Special Tax School District No. 3, Blountstown, voted a $22,000 bond issue for a new school building. At the time the bonds were voted and issued we thought we would have a nice

new brick building erected before this time, but owing to the high cost of material and labor the Board concluded that we could not build anything like the building we wanted and needed for the $22,000, and therefore the bonds have never been advertised for sale; but I think they will be advertised for sale now in the near future. The School Board is considering the matter of recommending the passage of a Special Act at the next session of the Legislature whereby the Board can issue and float some time warrants with which to supplement the bond fund, and in that way raise a sufficient amount of money to build an adequate and an all around up-to-date school building—such as we want, need and should have.

LIBRARIES.—We have a few schools equipped with splendid libraries, and a few others that have libraries of more or less importance.

FREE TEXT BOOKS.—I am positively not in favor of free text books. I contend that it is, in a large measure, a waste of money.

TEACHERS.—We have had a great deal of trouble during the last two years supplying our schools with teachers, and have been forced to use a number of teachers not capable of doing efficient work. We have a few schools that have not had practically any school for the last two years. This complaint, of course, is general regarding the scarcity of teachers, the cause of which it is not necessary to discuss.

SCHOOL FINANCES.—Our financial condition is not so bad. We generally always have a little balance to carry over at the close of the scholastic year. Since, however, a very small percent of the taxes are collected until the latter half of the scholastic year, and since the majority of our schools open in July, the first half of the scholastic year, our expenditures run very much in excess of our receipts and, therefore, we have to borrow several thousand dollars every year to bridge us over until taxes are collected.

We levy the maximum ten mills, but owing to the low valuations the maximum levy does not meet the demands, but we do the best we can with what we have and try not to let our disbursements exceed our receipts.

CONCLUSION.—Taking all things into consideration, I think the schools of Calhoun County have made very satisfactory

progress during the past two years, and I predict their continued progress, for the school officials and the people generally seem more interested in schools than ever before.

Before closing this report I feel desirous and must express my sincere thanks and appreciation to the State Superintendent, Hon. W. N. Sheats, for the assistance and kind consideration shown me during my administration. I also want to thank the School Board, the School Trustees and the people of Calhoun County generally for the loyal support and the cooperation they have given me in my efforts to build up the schools of the county.

Respectfully submitted,

J. FLAKE DURHAM,

County Superintendent of Public Instruction.

CITRUS COUNTY.

Hon. W. N. Sheats,
State Superintendent Public Instruction,
Tallahassee, Florida.

Dear Sir:

Complying with your request I beg to submit the following report of Citrus County schools for your Biennial Report:

The interest of the great masses of the people in public schools is more manifest than ever before in the history of free education.

Such an awakening was necessary to save the schools from a decadence that would have hampered them for a generation.

Some of the baneful influences that hung like millstones around our necks and imperiled the very existence of free public schools, were:

(a) The demoralizing effects of the war, including not only the distractions of the people, even the children, from the school work to the turmoil of the mobilization and discouraging first reports of the battle, the suspense of the later conflict, and final exultation in victory; and after two years of stint and saving the mad orgy of spending and high living that is just now drawing to a close; but the lingering social vices that war begets.

(b) The high cost of everything, including building material and school equipment that almost precluded every kind of improvement, and the low salaries of teachers which impoverished the schools with inexperienced and low standard teachers.

(c) The low assessment of taxes and the limited millage.

But notwithstanding all this Citrus County schools have not only maintained their standard, but in many instances have increased in efficiency; and salaries of teachers have been raised from year to year as much as our finances would permit.

HIGH SCHOOLS.—Citrus County has one standard Senior High School, to wit: Citrus High School, Inverness, and two Junior High Schools, Floral City and Crystal River, besides several other schools carrying the ninth grade. The enrollment of the two Junior High Schools has not been sufficient for them to classify as standard, but they have sufficient equipment and teaching force to do very excellent work, which they are doing. They are operated eight months in the year.

CITRUS HIGH SCHOOL.—It has been my aim to have one real High School in the county that meets all the requirements of the State Department. This has finally been realized this year in Citrus High School, located at Inverness. From a poorly equipped school of seven teachers, including the principal and one assistant high school teacher, with a seven months' term, with the twelfth grade repeating eighth grade history, civics and arithmetic, we have gradually added equipment and teaching force until we have now a separate high school building, with four teachers in the high school and eight in the grammar school, besides music and expression. The term of the high school is nine months, and two of the teachers, the principal and his assistant, are paid annual salaries. The high school is fully equipped for teaching domestic science and domestic art and manual training, four rooms being devoted to these departments. The whole building is furnished with most modern individual desks, and other up-to-date furniture, including physics and chemistry tables and other laboratory equipment. A large, well-selected library is for the use of the pupils. Athletics is given a full share of interest and well organized baseball, basketball and track

teams compete with teams from much larger schools. A number of pupils attend high school from other sections of the county, part of their board being paid by the county.

RURAL SCHOOLS.—In building up a real high school at Inverness no less interest has been taken in the rural schools of the county, and two new buildings have been erected, besides several additions to buildings. Rooms have been added to three buildings and partitions put in large rooms of others, making room for more teachers. A modern one-teacher school building was constructed last year at New Hope school, near Istachatta. It has four rooms, including a study hall, domestic science room, library and teacher's room. The equipment is modern and everything is according to State standard. There are two acres of high rolling land, beautiful shaded playgrounds, and sanitary toilets. A deep well furnishing the purest water is on the grounds. I could mention several other real beauty spots with model rural schools upon them. But suffice it to say that of our rural schools sixty per cent were classified last year as standard by the State Department, and have their certificates framed and hanging on the walls.

TEACHERS.—I believe that despite the shortage of properly certificated, experienced teachers our schools are supplied with the best teaching force, as a whole, that we have ever had. Efficient, courteous, self-sacrificing, some of them are real jewels, and the others are by no means bad.

SPECIAL DISTRICTS.—Citrus County is divided into sixteen Special School Districts, no part of the county not being included in a special district; and every district the past year voted the full constitutional levy of three mills, despite the fact that in three of the districts no schools are operated. Four years ago Floral City district voted by a large majority for five mills, which indicates the sentiment of our people toward schools, and what they would do if not limited. I believe the solution of much of our school problem could be solved by a constitutional amendment removing the limit on special district millage, and let the people vote such tax on themselves as they want and need for their local schools.

BOND DISTRICTS.—No part of this county had ever been bonded for any purpose till the past year, when Inverness

Bond District was formed and bonds were voted for a new high school building. The vote was 58 for bonds to 5 against. The building has been completed and is now being occupied by the high school.

FREE BOOKS.—Our county was the second in the State to furnish free text books. The system has some faults, but its blessings are so manifest that the custom will never likely be abandoned.

SUMMER SCHOOL.—A county normal is maintained at Inverness each year at the close of the regular school term, and much good has resulted, helping greatly to supply the ever-increasing shortage of teachers.

STATE COURSE OF STUDY.—I take a great deal of pride in the fact that I was one of the prime movers for a uniform State course of study for all grades, high school as well as grammar grades, and that it was my plan adopted after much insistence at Gainesville that gave us the present course of study, but I believe now that it needs some remodeling, not drastic nor destructive, but some helpful changes. I believe a new committee composed of a few experts in their special lines should be selected to do the remodeling. The old committee was too large and there was too much chaff with the few grains of wheat.

BOARD AND SUPERINTENDENT.—I have served as County Superintendent for nearly six years, and speaking from experience and without any selfish motive or feeling of bitterness, for my term is out and I did not offer for re-election and was not defeated, I believe that school affairs should be removed as far as possible from local politics, therefore I make the following observations: The School Board should be composed of three successful business or professional men, appointed for six years, one every two years from the county at large, by the Governor. They should elect the County Superintendent, not necessarily a local man, for a term of four years. He should be a high school graduate with at least two years' normal training and certain teaching experience, having executive and administrative ability, and he should be required to attend a recognized summer normal for at least four weeks out of each year.

RURAL SCHOOL INSPECTORS.—I give my unqualified approval of the personnel and work of the present rural school

inspectors. There should be four instead of two, with the State divided into individual districts or spheres. Their salaries should be $3,000 and traveling expenses. They should be appointed by and under the control of the State Superintendent, subject to removal by him. They should have the qualifications of County Superintendents and keep abreast of the educational times.

STATE SUPERINTENDENT.—The salary of the State Superintendent should be $5,000 and traveling expenses. He should have sufficient office and clerical help to do all the detail work of the office, and enable him to devote his entire time to administrative duties and keep constantly in touch with the educational interests of the State.

IN CONCLUSION.—I would be glad to see legislation enacted in aid of the rural schools, and free text books furnished by the State, and some amendments to the certification law, but too much leaven spoils the loaf, and I fear that too many things asked of the present Legislature will lessen our chances of securing the most needful.

My work as County Superintendent has been, on the whole, most pleasant, especially my associations with my School Boards. They have given me the greatest co-operation in all my work. They have been men of mature judgment, and were painstaking in their earnestness to do the best at all times for our schools. It was a pleasure and a blessing to be associated with such men. My teachers have always been loyal, and some lasting friendships have resulted from having worked with them. And in closing this report, I must say to you, Mr. Sheats, that I have grown fond of the "old man". I respect and honor you for your rugged honesty that often borders on bluntness, and I shall always treasure your friendship.

Respectfully submitted,

H. J. DAME,

County Superintendent.

CLAY COUNTY.

Hon. G. J. North, County Superintendent.

No report received from this county.

COLUMBIA COUNTY.

Hon. W. N. Sheats,
State Superintendent Public Instruction,
Tallahassee, Florida.

Dear Sir:

In compliance with your request for a biennial report of the conditions and progress of the schools of Columbia County, I submit the following:

NEW BUILDINGS.—During the last two years we have built only two school buildings, one for each race. They were wooden structures and not expensive. Several houses have been repaired and painted, but a lack of funds has prevented further expenditures along this line.

HIGH SCHOOLS.—Our high schools, especially Lake City, are well equipped. We have also been fortunate in securing efficient and faithful teachers. The enrollment and average attendance have increased each year and the number graduating from the high schools has shown a considerable increase.

The Fort White High School is doing excellent work. This school has had strong faculties and there has been an excellent spirit of co-operation among the teachers and patrons. We have succeeded in securing an Agricultural Vocational Department for that school, which feature is adding to its efficiency. We are transporting to this school more than forty pupils.

The Watertown school is also doing excellent work and has had a force of faithful teachers. The work that has been done has been very gratifying here.

RURAL SCHOOLS.—Our rural schools have made some progress during the last two years. It seems almost miraculous considering the disadvantages under which they have had to labor. Practically every school in the county has been supplied with teachers and in most cases they have had some experience, and are thoroughly consecrated to their work. Those without previous teaching experience are used largely in primary work. It is very unfortunate that we have not enough experienced teachers, especially for the primary

grades, as so much depends on the right kind of a start. I trust that the next session of the Legislature will do something for the rural schools.

SPECIAL TAX SCHOOL DISTRICTS.—One special tax school district has been created during the past two years, making a total of eleven in the county. Two of the districts have a small indebtedness, while all the others have a very nice balance to their credit.

FINANCES.—The financial condition of the county is good. At the close of the school year 1916 there was a net indebtedness of $20,746.47. The close of the school year 1919-20 showed the outstanding indebtedness to be $8,076.90. A reduction of $12,669.57 in four years.

We are not boasting over this condition, for we fear that this saving may have been at a loss to some children. If we accomplish what we have planned in the way of improvements for the next six months the new administration will face an indebtedness equal or greater than it was in January, 1917. If the schools of Columbia County are to maintain the same progress that other sections are making we will be compelled to have more money.

CONSOLIDATION.—We are making some progress along this line. Realizing as I do the advantages of the graded school over the average one-teacher school, it has been no trouble for me to advocate consolidation. We are now transporting more than 150 pupils. With one exception the patrons are transporting the children at a cost to the Board of $5 per month per pupil.

STATE BOARD OF EXAMINERS.—It has occurred to me that if there was not a great deal of unnecessary work connected with the former method of examining teachers, that it would be impossible for a committee of three to do all this work intelligently and in so short a time as is allotted. No doubt the State Examining Board is doing its very best.

RURAL SCHOOL INSPECTORS.—The State Rural School Inspectors, Messrs. Turner and Feagle, have visited my county. I consider these gentlemen are the right men in the right place. Like the State Board of Examiners, they have too much ground to cover. I learned a great deal from them—and the schools of the county were benefited by their visits. My most serious objection to them is, too long between visits.

CONCLUSION.—In conclusion I wish to say that these four years have been very strenuous ones, yet they have been most pleasant. It has been an inspiration to me to visit the schools and look into the bright faces of our boys and girls upon whom will soon depend the future of our State and nation. My association with the teachers has been most pleasant; I will always have a high regard for them and the work they accomplished. At the proper time I will shift this great responsibility to my successor. May he accomplish much for the educational interests of the county and have the co-operation and support of all interested in the work.

Sincerely,

JAMES R. LITES,
County Superintendent.

DADE COUNTY.

Hon. R. E. Hall, County Superintendent.

No report received from this county.

DESOTO COUNTY.

Hon. W. N. Sheats,
State Superintendent Public Instruction,
Tallahassee, Florida.

Dear Sir:

In compliance with your request I have the honor to submit herewith a brief bi-ennial report for the years ending June 30, 1920.

NEW BUILDINGS.—As the period covered by this report is one in which building activities in all lines have made very little progress on account of high cost of material and labor, we feel gratified at the progress made in the erection of school buildings. Six new buildings have been erected, two brick and four frame structures; also one building was torn down and remodeled. Moore Haven erected a modern brick building at a cost of $45,000; Wauchula constructed a brick annex at a cost of $25,000. Avon Park, on account of the rapid in-

crease of the school population, was forced to erect a four-room frame building at a cost of $4,000. This was temporary, as a modern high school building will be erected as soon as conditions become normal. The remaining frame buildings are one-room structures adequate to meet the demands of the districts. Three other districts have bonded, but are waiting for conditions to become normal; Ft. Ogden, for a $20,000 brick structure, Ona and Pine Level each for a $10,000 building.

SPECIAL TAX DISTRICTS.—The county is divided into forty-one special tax districts, all the territory being incorporated. Eighteen of these have bonded and have erected modern school buildings already, or have them under course of construction. All building projects are carried on in this manner, thus leaving our funds intact for current expenses.

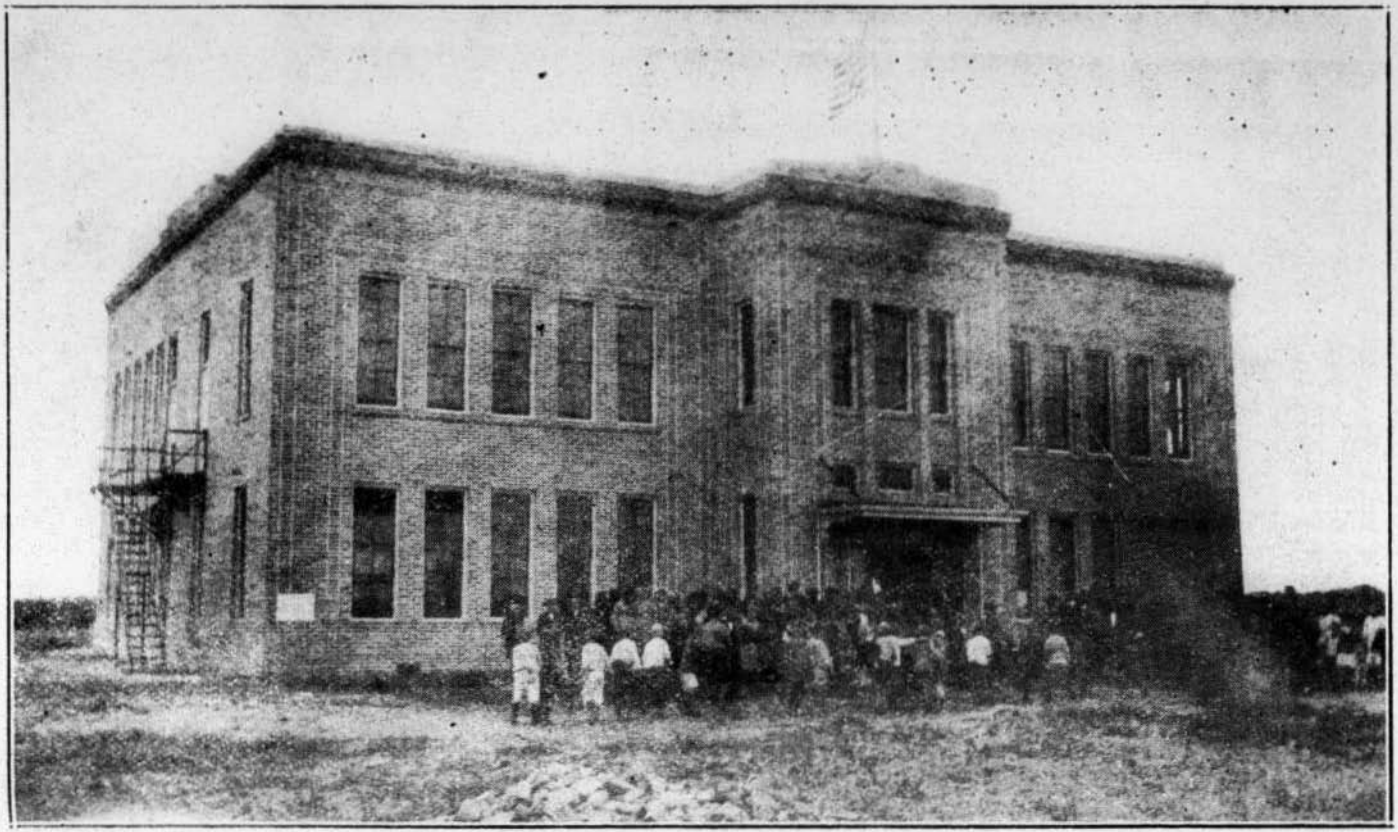
SCHOOLS.—Seventy-four schools are maintained, sixty-two white and twelve colored. We have consolidated a number of our schools and transport pupils wherever conditions are favorable. Experience has taught us that good roads are a prerequisite to consolidation.

One district, Punta Gorda, has discontinued two one-teacher schools and transports the pupils to the Punta Gorda Graded and High School. The cost is about the same as to maintain the schools, and the patrons are highly pleased with the results, though the schools have only been consolidated one year.

HIGH SCHOOLS.—Six Senior Schools are maintained in different sections of the county, also one Intermediate; two of which are on the Southern Accredited List, and are maintained nine months. The remaining High Schools are maintained eight months, the remaining schools seven months.

DeSoto being a large county, it was found advisable to maintain a number of nine grade schools, where three or four teachers are employed. In this way we are able to place high school advantages within the reach of most of the boys and girls of the county.

A Teacher-Training Department is maintained in the Arcadia School, an Agricultural School at Wauchula, and House-



Moore Haven High School

hold Arts and Manual Training teachers are maintained in most of the high schools.

Two Home Demonstration Agents and a Farm Demonstration Agent are doing excellent work throughout the county. These devote most of their time to the rural schools.

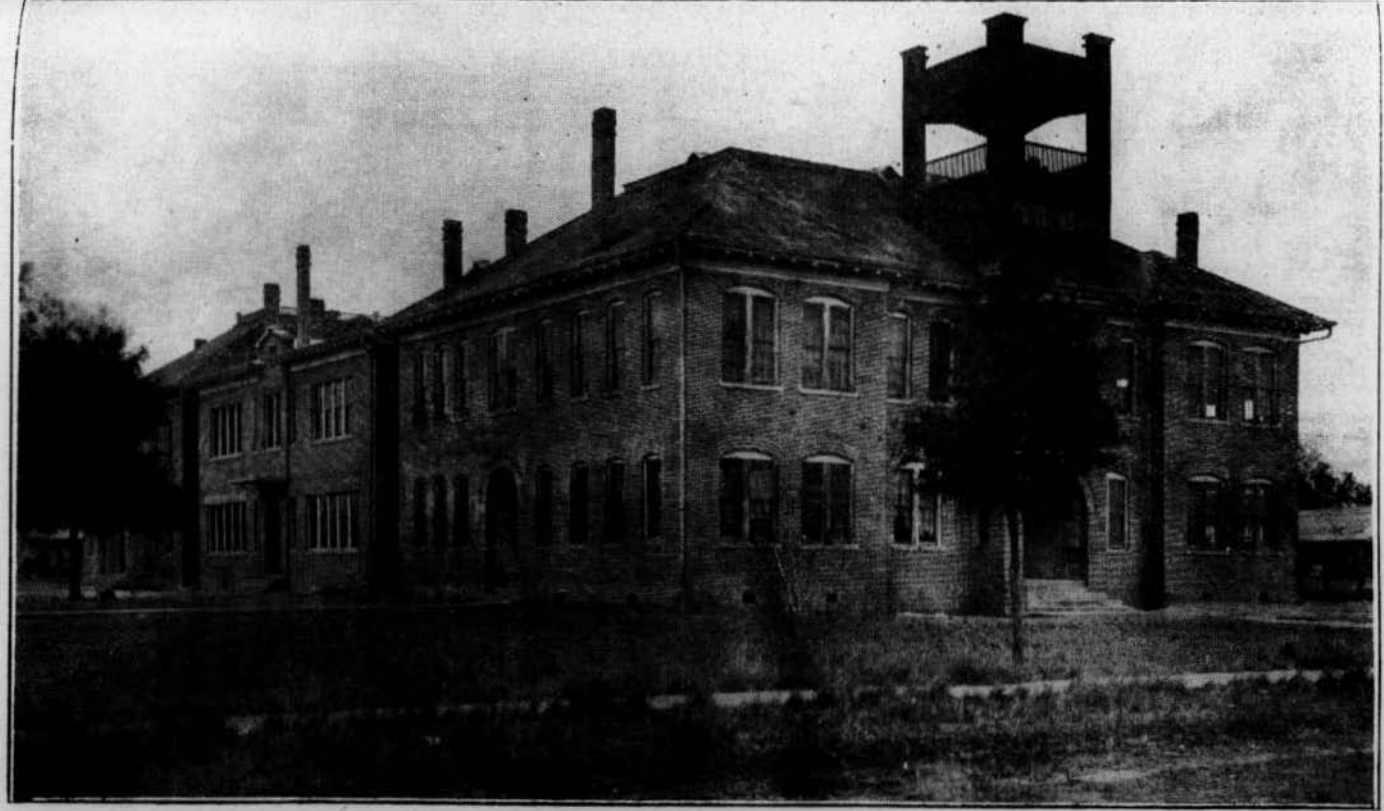
RURAL SCHOOLS.—The rural school is our greatest problem. Scarcity of teachers and inadequate facilities for accommodating the teachers are driving our best teachers from the country to the towns. Unless school officials pay higher salaries in the rural schools, and the patrons make provisions for accommodating the teachers, the children in the rural districts must suffer.

COMPULSORY SCHOOL LAW.—While there are defects in the present compulsory attendance law, it has been a great help in increasing the school attendance. We employ a competent attendance officer, pay him an adequate salary and insist on his enforcing the law. The public is beginning to respond and results are beginning to be secured.

SCARCITY OF TEACHERS.—Trained and experienced teachers are scarce, due to a number of causes, poor pay being the chief one. We favor at least one State Normal School, centrally located, well equipped and employing a faculty trained and experienced for the task. We also favor less drastic laws on certificating trained teachers. While the present law governing examinations is an improvement over the old law, we think it should be amended, giving us examinations oftener, as our teachers are put to too great expense in following up examinations.

PROGRESS.—On the whole, we are proud of the progress made educationally during the past bi-ennium. The salaries of teachers have been raised, the attendance of pupils has increased, more boys and girls are attending the high schools, patrons in the rural districts are awakening to the necessity of making conditions better. The one great and immediate need is more finances.

CONCLUSION.—In conclusion, we wish to state that the outlook is bright. The public is beginning to realize that it pays to educate; that strong manhood and strong womanhood are worth more than orange groves, truck farms and cattle



Wauchula High School Building.

ranges; that a republic is a good form of government only, if all her subjects are educated in the broadest manner possible.

Respectfully submitted,
P. G. SHAVER,
County Superintendent.

DUVAL COUNTY.

Hon. W. N. Sheats,
State Superintendent Public Instruction,
Tallahassee, Florida.

Dear Sir:

I have the honor to add the following general observations to the statistical matter that will appear under that head in your bi-ennial report:

TEACHERS.—The teacher shortage during the two years covered by this report proved a serious impediment to the progress of the schools. Due to this scarcity, many ill prepared and untrained teachers were employed, particularly in the rural schools. The city schools fared better, but here frequent changes, due to sudden withdrawal—in several instances without notice—(birds of passage were generally the offenders) operated to weaken the work and seriously affect the morale of the schools. Ethical standards and sense of responsibility that before governed most of the teachers of America no less than other groups of people making up the citizenship of the country, suffered during the war period "shell-shock" and it will take sometime for the profession to recover from the effects. Fortunately this charge does not apply to all teachers or to anything approaching a majority. No class of our people made greater sacrifice or applied itself more diligently and faithfully to its task than did this patriotic band of public servants, and too, at salaries hardly sufficient to provide the barest necessities of life. All honor to the faithful!

STANDARDS AND SALARIES.—Since your last bi-ennial report we have raised further the requirements for assignment in the grades of Jacksonville. We now require two years'

normal or professional training or the equivalent beyond the completion of four-year high school course. In the rural schools we have not been able, due to the more serious shortage of rural teachers, to advance standards in equal proportion. This is regrettable. Every superintendent knows that it is becoming increasingly difficult to secure any kind of teacher for his rural schools. Salaries are low, but something besides high salaries will have to be found before the rural school problem is solved. Nothing short of consolidation and the providing of a home for the teachers will ever give us the sort of rural school that will be worthy the name and satisfy the class of citizens who should be induced to remain on the farm. Intelligent people who have children to educate will not, if a way can be found to remedy the situation, remain in a community that is without school advantages.

Salaries have been appreciably increased since my last report. Under present schedule approved by the Board last spring, grade teachers receive from $90 to $150 per month, term nine months. Principals and high school teachers also receive a substantial increase, as do teachers of special subjects and supervisors. Rural teachers were likewise given an increase. Teachers in the one-teacher schools, depending on enrollment, receive from $80 to $90 per month; principals of two-teacher schools, $125 per month; three-teacher schools, $135; four-teacher schools, $150; assistants, from $80 to $95 per month, term eight months.

A flat increase in most cases of $15 per month is paid teachers in the colored schools.

The salary item alone the current school year will amount to $550,000 as against $367,610.67 last year.

VOCATIONAL WORK AND SPECIAL CLASSES.—In my last report (bi-ennium ending June 30, 1918) I mentioned the classes in our Night School under Smith-Hughes Federal Act. At that time classes had been organized in the following: blue print reading, carpentry, mechanical drawing, etc. Last year courses in plumbing, sanitation and electricity were added. Interest in this work is steadily growing and it is to be hoped that the Legislature may increase the State's appropriation, going a little further than "Match the Federal Dollar policy." The investment is bringing a good return. The latest addition to our endeavors under the Federal-State Aid plan is

the Part-time school, opened in the fall (October 1). A teacher, specially trained for such work, was placed in charge and he now has enrolled in his classes as regular students about forty boys and girls who have had to quit school for one reason or another and who are beyond the pale of the compulsory attendance law. These boys and girls attend school four hours a week and are excused by their employers for the purpose. Very few, in fact only one, employer, object to excusing these young people to attend the part-time classes, making no deduction from their wages. The next Legislature should pass a part-time compulsory attendance law compelling boys and girls from 16 to 18 to attend school at least four hours a week and requiring all employers to excuse them without reduction in pay. The employer would more than get his money back in the increased efficiency of the employee. A good investment. Under this head should be mentioned the latest addition at the High School. A machine shop has been added to the equipment. The shop has been equipped at an expense of over five thousand dollars, the equipment consisting of lathes, drills, forges, benches, tools, automobiles and parts of different makes. These are discarded cars and came into possession of the School Board at a very low figure, a few being donated. Here the boys study the construction of motors, take them apart and put them together again—valuable practical training.

CANNING CLUB WORK.—HOME ECONOMICS.—Canning Club work, started several years ago, has been widened in scope and is a fixed policy in Duval County. Better bread, and more scientific, economic housekeeping, is the slogan of the field agent, Miss Lenoir.

BONDS AND NEW BUILDINGS.—Spring of 1919 a second bond issue was voted in Jacksonville district. This issue was for $325,000 and was voted to finish the building program started in 1915 when the district authorized a million dollars for new buildings and equipment. Advance in the cost of labor and materials due to the World War made this second issue necessary.

THIRD ISSUE NECESSARY.—Although it was believed that the program of 1915 would provide for many years without the necessity of enlarging any of the buildings or of erecting others, already practically every building is filled to capacity

and it is now planned to put on a third issue in the spring or late summer for the enlarging of the crowded buildings (all built on unit plan permitting additions) and for certain units of two Junior High Schools. The High School enrollment is now approximately one thousand and although an annex was completed this fall, the building is still too crowded for comfort.

SPECIAL TAX DISTRICTS.—There are in Duval County four special tax districts, three active, Jacksonville, Baldwin and Arlington. Baldwin voted bonds for school improvement and is the proud possessor of a $40,000 modern brick building. Arlington will vote on a twenty thousand dollar issue January 25, and if the election carries will, with the assistance of the School Board, erect a thirty-five or forty thousand dollar building. This will mean the consolidation of three small schools—one a one-teacher and two two-teacher schools. All special tax districts levy the three mill maximum for current expenses.

SCHOOL LEGISLATION AND FINANCE.—While the ten mill amendment has greatly helped, in fact saved the schools from certain bankruptcy, most of the counties, due to increased cost of operation growing out of the war, are in a critical condition financially and unless additional revenue be found the schools in these counties will face the necessity of having the term shortened and the salaries of the teachers, already inadequate in most cases, reduced.

There is little hope that the best and most practical remedy will be applied, viz., the raising of valuations. Each county hesitates for fear of paying more than its share in State taxes. The constitutionality of legislative appropriations is, to say the least, questionable and it is doubtful if the people would again so soon vote to further increase the county millage. They will, it is believed, vote to amend the constitutional provision for special tax district, raising the maximum to ten mills, the amount to be determined, as at present, by a vote of the people.

We shall probably sooner or later have to amend the constitution, raising the one mill State tax provision or legalize by amendment to the constitution legislative appropriations for rural schools. One thing is certain, more money will have

to be found and the best thought of all our citizens, men and women, should be directed to the problem. A backward step in education, the American people cannot afford.

Yours truly,

F. A. HATHAWAY,
County Superintendent.

ESCAMBIA COUNTY.

Hon. W. N. Sheats,
State Superintendent Public Instruction,
Tallahassee, Florida.

Dear Sir:

In compliance with your request, I beg to submit report for bi-ennium ending June 30, 1920, as follows:

IN GENERAL.—During the past two years there has been a general awakening on the part of the public to the needs of our public schools. A favorable sentiment for educational progress prevails throughout the county and particularly in the city of Pensacola. Several factors have contributed to the development of this sentiment, chief of which may be mentioned, a large number of intelligent, liberal-minded men and women, a public-spirited press and an efficient Board of Public Instruction.

NEW BUILDINGS.—During the past two years new buildings have been erected in the county at a total cost of over $70,000. In the city two four-room brick units of the California bungalow type have been completed at a cost of $18,000 each. These are so constructed that additional units may be added as needed.

In the country, new buildings have been erected as follows: Brent and Walnut Hill, four-room brick buildings, together with principal's office, toilets, cloak rooms, etc. Each of these buildings is so constructed that additional rooms may be added as required. These buildings each cost about $13,000. Fig City, two-room frame building, cost $3,600. Myrtlegrove, two-room addition, cost $2,500. Barrineau Park and Sunshine Hill, one-room frame buildings, cost $1,250 each.

TRANSPORTATION.—Six motor 'buses with a capacity of thirty pupils each have been purchased at a total cost of $7,800. Several small, one-teacher schools have been closed and the pupils of same transported to consolidated schools. As a whole, transportation of pupils in this county has not been entirely satisfactory. Poor roads is our greatest drawback. Now that this county has voted a bond issue of $2,000,000 for roads, the outlook for transportation is better. It is probable that we shall largely confine transportation to pupils of high school grades.

SPECIAL TAX DISTRICTS.—Several special tax districts have been established during the bi-ennium, making a total of sixteen and embracing about two-thirds of the area of the entire county. Most of these districts have levied a three-mill tax and one, the Gonzalez District, has a bond issue of $12,000.

The most recent district to be established includes the city of Pensacola and its environs. I consider this by far the greatest achievement of the past two years. A three-mill levy was voted and as the bi-ennium ends, an election is being called to vote upon a $500,000 bond issue with every prospect of its carrying. Out of this money a new high school building is to be erected at a cost of about $300,000, plans for which are already drawn and adopted. The public is almost unanimously behind the movement and the future looks inviting.

HIGH SCHOOLS.—At present there are four high schools in the county of the senior type, namely, Pensacola High School, Washington High School (colored), Muscogee High School and the J. M. Tate Agricultural School at Gonzalez. There are two high schools of the junior type, namely, Ferry Pass and Century.

COMPULSORY ATTENDANCE.—At the time this report is written we have not given the Compulsory Attendance law sufficient trial to judge of its effect upon enrollment. A number of children have been forced to attend school who otherwise would not have attended. There has been such a great increase of the school population of the county and, particularly, Pensacola, owing to war activities, that it has been difficult to house those who enrolled voluntarily. With this abnormal increase gradually subsiding, we are now in

better position to enforce the compulsory law. A competent attendance officer has been employed for the coming year and it is our aim to give the law a strict enforcement.

RECOMMENDATIONS.—A county rural school supervisor, it seems to me, is one of our most pressing needs. I would recommend that a law be enacted making the employment of such an officer compulsory upon the County Boards of Public Instruction and at the same time setting forth the qualifications of such officer.

Provision should be made for the validation of certificates issued in other states. This, no doubt, would greatly relieve the shortage of teachers that now exists in this State.

Confidently believing that we are at the threshold of a period of real progress in Escambia County, I am,

Yours respectfully,

A. S. EDWARDS,
Superintendent.

FLAGLER COUNTY.

Hon. Ed Johnson, County Superintendent.

No report received from this county.

FRANKLIN COUNTY.

Hon. W. N. Sheats,
State Superintendent Public Instruction,
Tallahassee, Florida.

My Dear Sir:

In compliance with your request for a statement of school affairs of Franklin County for the two years ending June 30, 1920, I beg to submit the following:

NEW SCHOOLS.—We have established only two new schools since my last report, one for whites and one for negroes. These are small rural schools and are located in the turpentine districts. The buildings are furnished free of cost to the Board. The rural school question with us is a difficult problem. The entire county, outside of Apalachicola and

Carrabelle, is taken up by turpentine industries. The stills of the operators are located in isolated parts of the county, separated by bays and bayous, thus making it impossible to combine any number of these places so that a school could be established with a guaranteed enrollment.

REPAIRS.—We have kept our school buildings in good repair. We expended $720.07 the last two years for this purpose. The negro school population in Apalachicola has increased so rapidly that the present building is inadequate to accommodate them; we have been using a church building for the past two years for the primary classes. The trustees of this church have been very generous in giving the use of the building free of charge, and I must not miss this opportunity to say here that the colored people of Apalachicola are taking much interest in their school.

SANITATION.—Our buildings and grounds are kept in good sanitary condition. In Apalachicola High School the janitress devotes her full time to the keeping of the building and grounds. We keep a supply of disinfectants and floor oils on hand for the schools.

FURNITURE.—We have expended $545.55 for furniture; the principal part of which was for single desks.

SPECIAL SCHOOL TAX DISTRICTS.—We still have the county divided into three special districts. Numbers One and Two levy three mills; Number Three levies two mills.

TEACHERS.—We have experienced considerable difficulty in securing competent teachers, greater this year than any previous year. This statement applies to the county generally. In our rural schools it was impossible to secure competent teachers. The cause of the difficulty in securing qualified teachers is so well known to everyone that it is unnecessary to discuss the subject further here. No doubt every county in the State, even in normal times, has experienced difficulty in securing their required number of qualified teachers, due to the State-wide shortage of teachers who can meet the required qualifications. While dwelling upon the subject of the shortage of teachers, I deem it proper to say here that every man connected with the public school work of the State knows that the shortage of teachers who have sufficient education and professional training to make their work success-

ful, is alarming and is the most serious question now confronting us. If we would improve on the situation, and we must or else disaster to our schools is inevitable, we must meet and overcome this serious problem. But how are we to meet the situation? All of us are agreed that better salaries should be paid, but this alone will not relieve the condition. We must demand teachers of training with educational and professional qualifications. While it is a fact that there are hundreds of teachers who are not receiving salaries of equal measure to their worth, there are many who are receiving more than they are worth. Let us unite in one strong effort to effect a change in this serious condition, so that in the future every school in the State can be supplied with competent teachers.

SCHOOL FUNDS.—With us the question of school funds is a serious problem each year. We have been in the past, and are still confronted with a shortage of funds with which to operate our schools. We hope before starting in for next year to find a way to increase the amount of school revenue, but as we are already levying the ten mills authorized by law, we know of no other way except to increase the property valuation. We believe the valuation of the property in this county, especially the lands, is far too low and should be made to bear their proportion of the taxes.

SCHOOL WORK.—Notwithstanding our difficulties in the way of finances and in securing teachers, the work in Apalachicola and Carrabelle schools has been very satisfactory. We plan for still better work beginning with next year. We are convinced that we should make the aim of our high schools be for the preparation of the boys for life rather than for college. We take this position from the fact that so few high school boys attend college. Then why not make the primary purpose of the high schools a life-training for them? We propose to organize a class in Sociology in Apalachicola High School the coming year.

ATHLETICS.—Much attention is being given to athletics and there are splendid results being obtained in this work.

EXAMINATION OF EYES AND TEETH.—This important work has been systematically taken up and carried out for the past two years in the city schools. It has been impossible to

carry this work to the country schools, but we shall endeavor to do so as soon as conditions are favorable.

PARENT-TEACHERS' ASSOCIATION.—A Parent-Teachers' Association has been organized in Apalachicola. This organization has done much for the school here. This year it raised approximately $400 which was appropriated towards pay on the janitress' salary, the providing of free lunches for school children, and many other needs. This year it plans to add many valuable books to the library. And we here record our thanks and appreciation to this organization for the noble work being done.

COMPULSORY ATTENDANCE LAW.—I have always favored such a law. Since its enactment, however, we have been unable to properly enforce the law on account of not having funds to employ attendance officers who could give their time to enforce the law fearlessly so that the very best results could be obtained.

TEACHERS' EXAMINATIONS.—Frankly speaking, I am not in sympathy with the present system. I think that it is one of the main causes of the shortage of qualified teachers. It is a financial hardship and an injustice on teachers to have to go from one county to another to reach these examinations. I do not favor going back to the old system, but we should find a better system than the present one. Until we can have at least one examination in each county between the closing and opening of schools, we will experience continued difficulty in securing legally qualified teachers.

In conclusion I wish to thank you for the prompt and courteous cooperation you have always accorded me.

Yours very truly,

A. A. CORE,

Superintendent Public Instruction.

GADSDEN COUNTY.

Hon. W. N. Sheats,
State Superintendent Public Instruction,
Tallahassee, Florida.

Dear Sir:

Complying with your request, I herewith submit my report for the bi-ennium ending June 30, 1920.

NEW BUILDINGS.—During the last two-year period we have completed a modern house at Concord which cost, approximately, $6,000. It would require at least $10,000 to erect this building now; we feel proud of being able to build before labor and material reached the high prices prevailing at this time. The house contains three large class rooms on the first floor and principal's office and library. On the second floor there are three large class rooms, separated by folding doors, which may be thrown back and the entire upper floor converted into an auditorium. It is furnished throughout with very good furniture.

The Greensboro school has just been repaired and a separate one-room building erected for the Smith-Hughes Department. Five thousand dollars was expended in this work, the money being raised by a bond issue for that amount.

The Chattahoochee School District has been bonded for $3,000, the money being used for the purchase of additional buildings and grounds. This gives the district a very good plant which will take care of the school interests of the community for the next several years to come.

In March, 1918, the Quincy Special Tax School District carried an election for bonds to the amount of $30,000 with which to erect a modern high school building for the district. In the preparation of plans and specifications for such building, it was found that the amount would not be sufficient, and accordingly another bond election was carried for $30,000, giving us a total of $60,000 for this purpose. We shall begin work on the house just as soon as the price of labor and material justify our going forward with the work.

An appropriation has also been made for the erection of a one-room building at Midway, to cost about $2,500. The contract will be let and work started on this building in a very short time.

HIGH SCHOOLS.—In my report two years ago, I stated that the Gadsden County High School is the only Senior High School in the county and that the school is open to all pupils in the county. I also stated that we were trying to equip it with everything necessary to make it an ideal school for the county and community. Since that time, several hundred dollars have been expended in the purchase of books for the

library, additional apparatus purchased for the laboratory, the Domestic Science Department improved and an Athletics teacher employed to direct this work; all of which gives us reason to believe that it is now one of the best high schools in Florida. The term remains at nine months as it has been for several years. We purpose to make other improvements from time to time.

The Junior High School at Havana has grown so rapidly that it became necessary this year to offer the work of the eleventh grade, making it an Intermediate. There are forty pupils in the high school grades and four of them in the graduating class. The school is badly crowded and a move is now on foot to bond the district for additional class rooms and an auditorium. We hope to make these improvements before the school opens next year.

The schools at Concord, Greensboro, Chattahoochee and Gretna are still growing; they are all doing first class work. The Chattahoochee and Concord schools appear upon the list of Accredited High Schools, but Greensboro and Gretna are not so recognized for reasons over which I had no control.

SPECIAL TAX SCHOOL DISTRICTS.—There are fourteen special tax school districts in the county and eighteen of the white schools are located in one or the other of such districts. Approximately, thirteen thousand dollars will be realized from this source the ensuing year; this money will be used largely for incidental expenses and to supplement salaries of teachers.

This provision in the State Constitution has aided us materially in raising the standard of our district schools, but in my opinion, the three mill maximum levy should be stricken out so that each district would be authorized to levy sufficient millage to successfully operate its schools. Many of our people favor an amendment of this kind and I hope the next Legislature will submit the matter to the electors of the State for their approval.

BONDING DISTRICTS.—Of the fourteen special tax school districts in the county, four have voted bonds for improvements. They are as follows: Quincy, Chattahoochee, Greensboro and Concord. This money has been used for building operations and equipment, leaving the general fund to be

used almost wholly for teachers' salaries. Other districts will vote bonds as soon as the bond market and the price of labor and material reach a normal basis.

COUNTY INSTITUTES.—We do not have what is called a county institute, but we do have an organization known as the Gadsden County Teachers' Association. Meetings are held monthly during the school year for the purpose of discussing school problems. Our teachers appear interested and it is believed that much good is being accomplished by such meetings.

VOCATIONAL EDUCATION.—The Smith-Hughes School at Greensboro is doing very good work, but now that we are ready to move in the new building erected for this department we feel that it will do even better work in the future. There are thirty pupils taking this course and prospects of many more within the next year or two.

The Domestic Science Department of the Gadsden County High School is proving to be one of the most attractive departments of the school. It is equipped with apparatus of all kinds and is in charge of an experienced and efficient teacher. The girls are delighted with the courses offered and are doing well with this work.

A teacher has recently been employed to do industrial work in the negro schools of the county, her salary being paid by the Anna T. Jeans Fund and the Board of Public Instruction. As yet I cannot say how successful this work will be, but we purpose to give it a fair trial during the present school year.

HOME DEMONSTRATION AND HOME MAKERS CLUB WORK.—This work has been carried on in the county for the past several years with marked success. Possibly, no other phase of the educational program has made the progress that has been made in this work. Our agent has been faithful and untiring in her work and has been able to get the support and cooperation of all our people. The class this year consisted of about seventy-five boys and girls from the different sections of the county.

The Negro Home Makers Club Agent is making quite a success of the work among the negroes. He has been able to get the support of the better class of negroes and has a large class doing the work at this time.

FINANCES.—I am glad to say that the county is not in debt. We have been able by strict economy and sound business methods to operate our schools on the income for each year. It has never been the policy of the present Board of Public Instruction to promise greater salaries than we are able to pay and by doing so we close each year with no debts hanging over us. Property values were raised $1,000,000 in the county this year, which enabled us to raise salaries in all deserving cases and thereby keeping our schools up to the standard.

Respectfully submitted,

C. H. GRAY,
Superintendent.

HAMILTON COUNTY.

Hon. W. N. Sheats,
State Superintendent Public Instruction,
Tallahassee, Florida.

Dear Sir:

Complying with your request for a brief report of the progress of the public schools in this county for the past two years, I beg to submit the following:

HIGH SCHOOLS.—We have a Junior High School at Jennings and one at White Springs. While they are not recognized as such by the State Board of Education, they are doing splendid work and as all of the requirements have been met, we expect that the State Board will recognize them this year. We have a Senior High School at Jasper. It has not yet been recognized by the State Board of Education, but having met all of the requirements, we expect the State Board to recognize it this year. In this school we have our Teacher-Training Department, which has turned out several teachers during the past two years.

RURAL SCHOOLS.—Owing to the unsettled condition of affairs for the past two years, the impossibility to secure teachers for rural schools and to the fact that we have too many such schools, we have made no progress for the past two years in these schools.

Consolidation and transportation must come before any further progress will ever be made in the rural schools. We have not consolidated nor transported our pupils, but all of us realize that it must be done and we are only waiting for a change of administration to begin.

RURAL SCHOOL SUPERVISORS.—The State Rural School Inspectors are doing a great work. Their inspection of the classification and gradation of the rural schools could not be done by anyone else. It would be a grave mistake for the Legislature to abolish these offices.

COMPULSORY ATTENDANCE LAW.—This law meets with some opposition in this county, but it has put several hundred children in school that were never in school before. It has caused several hundred more that attended school occasionally to attend regularly. It is a good law and should never be repealed.

In conclusion, permit me to thank you for your kindness and courtesy during the past eight years.

Respectfully submitted,

J. A. JACKSON,

County Superintendent, Hamilton County.

HERNANDO COUNTY.

Hon. W. O. Lemasters, County Superintendent.

No report received from this county.

HILLSBOROUGH COUNTY.

Hon. W. N. Sheats,
State Superintendent Public Instruction,
Tallahassee, Florida.

Dear Sir:

Complying with your request, I submit the following brief report of the schools of Hillsborough County:

BUILDINGS.—Hillsborough County has not erected any new school buildings during the last two years. However, additions have been made to some of the present buildings. The

total amount expended for repairs to buildings is $14,834.25. It is the policy of the Board of Public Instruction to erect four or five additional buildings next year.

HIGH SCHOOLS.—There are two high schools for white children and one high school for negro children. These high schools are ranked among the best in the South. We have been very fortunate in securing a faculty of strong teachers for these schools. In this county we have adopted the Six-Three-Three Plan. We are highly pleased with the results obtained. In the junior high schools are taught all subjects embracing the seventh, eighth and ninth grades. During the past year the Board has organized four additional junior high schools. The success of these schools insures the continuance of the adopted plan.

SPECIAL TAX DISTRICTS.—All of the county is divided into special tax school districts, each levying a special tax for school purposes. During the last year some of the districts were consolidated and the schools within those districts were consolidated. I am strongly in favor of consolidation of rural schools. In every instance where consolidation has been accomplished the work measures up to a higher standard than it does in the one-teacher schools. Hillsborough now has fifty-seven special tax school districts.

BONDED DISTRICTS.—Few laws have been enacted that are more beneficial to the cause of education than the law permitting districts to issue bonds for building and furnishing school houses. This county has availed itself of this by voting bonds in nineteen special tax school districts. It is our plan to call for an additional bond issue of approximately $300,000 to take care of the needs of the county.

COMPULSORY SCHOOL LAW.—It has not been difficult to enforce the law in the country schools, but in Ybor City and West Tampa where there are not adequate buildings and where the population is largely foreign, it is somewhat difficult to handle the proposition. However, through the aid of the officers, the attendance in many of our schools has increased.

CONSOLIDATION OF SCHOOLS.—During the past four years four one-teacher schools have been consolidated into larger central schools. Transportation is furnished generally by au-

tomobiles. Our people are realizing the many advantages of a consolidated school and other one-teacher schools have asked for consolidation. The Board will gladly grant the request.

COMPARATIVE EFFICIENCY OF RURAL AND TOWN SCHOOLS.—It is a fact that the country schools are not up to the standard except in cases where schools have been centralized and enough teachers employed to do the work as thoroughly as is done in the towns and cities. Then, too, most of the rural schools have only six months. Especially is this true in the farming districts. In order to bring the country schools up to a higher standard and to systematize the work with that of the city schools, the Board has employed a rural school supervisor. I believe this is very helpful, especially to the teacher who has not had special training. I suggest that this policy be carried out, that counties consolidate all schools where consolidation is possible, and build Teacherages in the rural districts.

TEACHER-TRAINING DEPARTMENT.—Hillsborough County has a Teacher-Training Department which is doing excellent work in training teachers. A number of teachers who took this training are now employed in this county and in every instance they are making good. It has helped to solve teacher shortage proposition.

RURAL SCHOOL INSPECTORS.—The State Rural School Inspectors visit this county each year and their visits are very helpful.

BOYS' AND GIRLS' CORN, PIG, AND CANNING CLUBS.—Under the splendid management of the county agents this work is kept up to a high standard. Many of the boys and girls are taking advantage of the opportunities and are learning how to increase the production of farm products and to utilize many things which were going to waste.

AGRICULTURAL DEPARTMENT.—Through application the State Board has organized an Agricultural Department at Plant City. This is the largest inland shipping point in Florida and under the wise direction of the teacher of agriculture, many boys will become better farmers.

Respectfully yours,

J. E. KNIGHT,
County Superintendent.

HOLMES COUNTY.

Hon. W. N. Sheats,
State Superintendent Public Instruction,
Tallahassee, Florida.

Dear Sir:

In compliance with the usual custom, I take pleasure in submitting the following report of educational conditions in Holmes County for the two years ending June 30, 1920.

BUILDINGS.—At the present time we are well supplied with school buildings, both in the towns and rural communities. Really, we have too many buildings. It has been necessary for us to erect only one during this period; and, since most of the houses are comparatively new, they have needed very little repairs.

HIGH SCHOOLS.—Holmes County has only one school doing high school work. Our policy has been to concentrate all our efforts on one school and thus make it a good one. How well we have succeeded in this is shown by the fact that the Bonifay school, which last year had no recognition, has been raised to the rank of an Intermediate High. If we succeed in our plans, it will be classed as a Senior at the next time of standardization.

SPECIAL TAX SCHOOL DISTRICTS.—We have forty special tax school districts, all of which, with two exceptions, have voted a three mill levy. Two of these districts have recently voted bonds to erect suitable buildings.

CONSOLIDATION.—Great efforts have been made during this period to show the people the importance of consolidation and get them to believe in and accept it. It is my conviction that when the Bi-ennial Report for 1922 appears, Holmes County will have a system of uniform township schools.

OUR GREATEST NEEDS.—The real task before the educators and legislators of Florida today is to devise some plan to furnish the schools with more *trained teachers.* The work in the rural schools is very much below standard and is getting lower and lower every day. If we expect our boys and girls to be prepared for the demands that will be made of them, they will have to be furnished with instructors who

can look into the future and see the coming events and shape their pupils to meet them.

Respectfully submitted,

M. R. ROBINSON,
County Superintendent.

JACKSON COUNTY.

Hon. W. N. Sheats,
State Superintendent Public Instruction,
Tallahassee, Florida.

Dear Sir:

In compliance with your request of recent date, I herewith submit to you the following report from this county, for the bi-ennium ending June 30, 1920.

NEW SCHOOL BUILDINGS.—The following school buildings have been erected during the past two years for the benefit of white children:

Graceville.—This building contains ten class rooms, a large auditorium, and was erected at a cost of approximately twenty-five thousand dollars, the district having been bonded for fifteen thousand dollars of this amount, and the county furnishing the balance.

Galilee.—This building contains four class rooms, well lighted and ventilated, being built at a cost of about two thousand dollars, the county furnishing seven hundred dollars, the district three hundred, and the balance being raised by public subscription.

Lovewood.—This is a two-room school building, which cost about one thousand dollars; the district furnishing six hundred dollars, the county one hundred, and the balance being raised by public subscription.

Consolidated.—This building cost approximately five hundred dollars; the county furnishing fifty dollars and two old buildings, the patrons of the school paying the balance.

Sand Ridge.—There was one room added to this building at a cost of two hundred dollars; the county furnishing fifty dollars, and the balance being raised by public subscription.

COLORED SCHOOL BUILDINGS.—There has been only one building for the colored children during the time for which this report is made, which is the Marianna colored school. This building will contain eight class rooms, and is being constructed of lime rock; is yet incomplete. The county has furnished five hundred dollars, the City of Marianna five hundred, and the negroes one thousand dollars up to date. It will necessitate the expenditure of approximately five hundred dollars more to complete this building, which I think can easily be obtained by public subscription from the negroes.

HIGH SCHOOLS.—There is only one accredited High School in the county, which is the Jackson County High School at Marianna. We have several others which are doing high school work; the most noteworthy of these is Graceville School, which I hope to have on the accredited list within a year or two.

SPECIAL TAX SCHOOL DISTRICTS.—At the close of this biennium there were forty-two special tax school districts in this county, containing forty-three white schools, and ten colored schools. There is approximately twelve thousand dollars raised in this county from special tax school district funds.

BONDED SCHOOL DISTRICTS.—On June 30, 1920, there were six bonded districts, aggregating fifty-six thousand dollars; however, the bonds on only two had been sold at that date. By bonding the school districts, the people have been able to secure better school buildings than they otherwise could have done, which has aided very materially in building up school interests and enthusiasm among the people.

COMPULSORY SCHOOL LAW.—We have made an honest effort towards the execution of this law, but have met with many difficulties. The enactment of this law found us wholly unprepared, as nearly every school building in the county was taxed almost to its capacity, and upon the enforcement of the law, every building was crowded, and in some instances we were unable to accommodate the pupils with buildings and equipment.

Another great difficulty which we met was, we did not have a sufficient number of qualified teachers to meet the demands, and upon the enforcement of the law we were

forced in almost every school to add another teacher, and in so doing we found it impossible to secure a sufficient number of teachers to fill the schools, so several of the schools of the county could not open at all for lack of teachers, which made the average attendance for the entire county not show a decided increase over previous years. If we could have secured teachers to operate all the schools of the county, and have had buildings and equipment to have accommodated the pupils, the average attendance of the entire county would have shown a very marked gain, probably 25 per cent over former years.

CONSOLIDATION OF SCHOOLS.—We have no experience along this line, as we have no consolidated schools and no pupils transported. I will admit that we need consolidation very badly in this county, but it cannot be brought about within a short time.

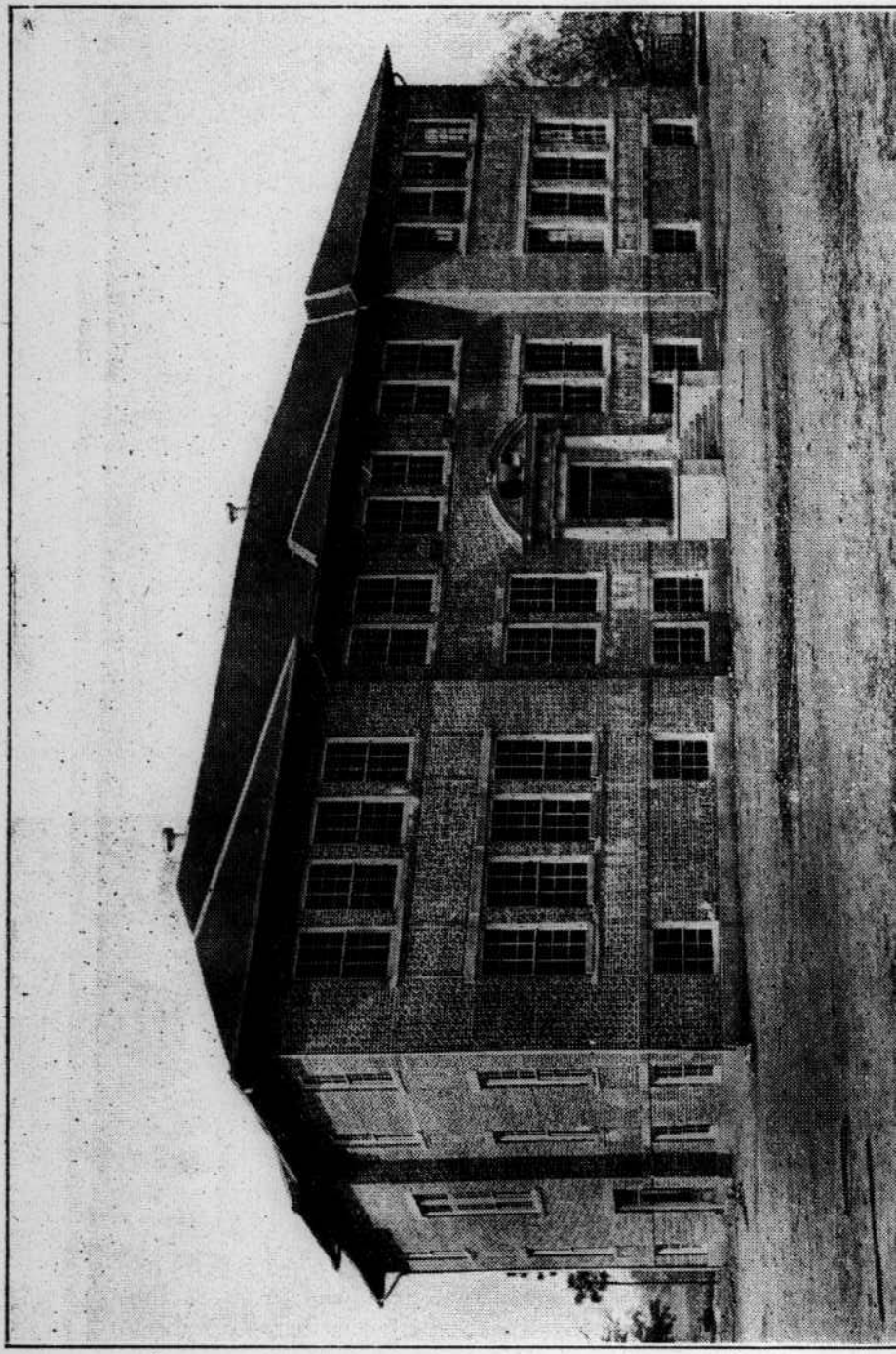
COMPARATIVE EFFICIENCY.—During the past two years the rural schools have been the greater sufferers from lack of qualified teachers, as there are not enough qualified teachers for all the schools, naturally the best qualified teachers heretofore employed in the rural schools sought employment in the town schools where they would have better facilities and improved conditions to work under. In my opinion, about the only suggestion for improvement of the rural schools that can be made is consolidation, better facilities, specially trained teachers and better salaries.

SCHOOL FINANCES.—The financial condition of this county is not so good. However, we are in better condition than a good many counties in the State. We have an outstanding indebtedness of nearly twenty thousand dollars against the general school fund, on which we have to pay 8 per cent interest. We have never failed to pay any obligation promptly, which places us in a position to borrow all money necessary for current expenses.

SCHOOL LIBRARIES.—Most of the schools of the county have good libraries, containing from 125 to 300 volumes each.

FREE TEXT BOOKS.—I was at one time very much opposed to a system of free text books, but since I have become more familiar with the work, I am thoroughly convinced that a system of free text books is very necessary in order that the

INTENTIONAL SECOND EXPOSURE



best results might be obtained. The enactment of the Compulsory School Law should have had with it a law providing for free text books to all the children of the schools. In many instances in my county, I have found that, upon the enforcement of the compulsory school law, parents refused to buy the needed text books; and where these conditions were found, the teachers were handicapped in their classification and gradation. The child not only got nothing out of the school, but was a hindrance to the others; I, therefore, hope that we may be able to secure the passage of such a bill by the next Legislature.

VOCATIONAL WORK.—We have two Smith-Hughes schools in this county, one at Mt. Tabor for the negroes, and one at Marianna for the whites. In the school at Marianna, we have the Home Economics Department. This department has met with much favorable comment from the people of the town, and I feel that much good has been obtained through it.

We have an Agricultural School for the negroes at Mt. Tabor, which has done much towards improving living conditions and bringing about a better spirit of citizenship among the negroes. They have also learned, through the school, to become greater producers, and to conserve what they produced.

Respectfully submitted,

C. W. LOCKEY,

County Superintendent Jackson County.

JEFFERSON COUNTY.

Hon. W. N. Sheats,
State Superintendent Public Instruction,
Tallahassee, Florida.

Dear Supt. Sheats:

I am glad to comply with your request for a report from this county for the two years ending June 30, 1920.

NEW BUILDINGS.—We have erected two new buildings, one at Drifton costing $384.89, the other known as the Taylor school at a cost of $182.13. The patrons contributed the la-

bor and the Board paid for the material, hence the expense was reduced to a minimum. Other buildings erected on this plan for the same period cost $121.57.

REPAIRS OF BUILDINGS.—We have spent $1,277.48 on repairs during the last two years.

HIGH SCHOOLS.—We have one Senior High School located in Monticello. This school is on the accredited list of high schools. The Aucilla school is a Junior High and employs five teachers, all of whom, I might add, are doing splendid work.

TEACHERS.—Although many teachers have sought other occupations during the past few years, we have had all of our schools supplied. It is with great difficulty that we find enough colored teachers to supply the colored schools, due to the fact they fail to qualify in the teachers' examinations.

SPECIAL TAX SCHOOL DISTRICTS.—There are nine special tax school districts in the county, all of which levy three mills. There are eleven white and eleven negro schools located in these districts. In fact, practically all of the schools of the county are located in sub-districts.

The total receipts raised by the special tax districts for the past two years amounted to $13,307.22. This money is used to supplement teachers' salaries and take care of the incidental expenses of the schools in the districts. There was a cash balance to the credit of the sub-districts June 30, 1920, amounting to $2,854.36. None of the districts are bonded. The general school fund had a balance of $8,331.73 on hand on the same date.

COMPULSORY SCHOOL LAW.—The Compulsory School Law has proved unsatisfactory in this county. The attendance is not much better than it was before.

CONSOLIDATION OF SCHOOLS.—A number of schools were consolidated before I was elected superintendent. The cost of transportation varies from year to year. The amount expended during the last two years was $6,646.55. There were 413 pupils transported during this time.

I have been trying to solve the transportation problem and I am of the opinion that the per diem system is the best.

CLUB ACTIVITIES.—We have canning and corn clubs organized in the county by our efficient Home Demonstration

Agent. A few weeks ago Miss Posey Taylor, our Demonstration Agent, held an exhibit in Monticello which was a credit to the county.

CONCLUSION.—I would like to say more, for I am interested in every branch of education, but time is limited, so I will close. Wishing for Florida a continuous and rapid growth along educational lines, I remain,

Yours truly,

S. H. TAYLOR,
County Superintendent.

LAFAYETTE COUNTY.

Hon. W. N. Sheats,
State Superintendent Public Instruction,
Tallahassee, Florida.

Dear Sir:

I beg leave to hand you herewith an account of my official stewardship for the two years just past.

NEW BUILDINGS.—Under the pressure of financial conditions and the high cost of all materials going into the construction of school buildings, we have done no building for this period until since July 1 of the present year. Since that time we have constructed two rural school buildings, one at Townsend at a cost of $5,750, and one at Airline at a cost of $10,400. We have under process of building an annex to the LaFayette County High School, the cost of which will approximate $25,000. The two rural schools will be equipped with the Hart heating system throughout, and one will also have sanitary toilets in the building. The County High School will be equipped with steam heat and electric lights, telephone and all modern school appliances.

HIGH SCHOOLS.—We do not attempt high school work anywhere except in the LaFayette County High School, located at the county site. This building when completed will afford ample floor space and as all our high school teachers are properly and legally certificated, it is our purpose to reach Senior High classification this year, also to get rating with the S. E. A. Our laboratory has been extensively improved,

for individual and class effort, and our library also has undergone a great improvement; and they will, when the building is finished, occupy different quarters.

SPECIAL TAX DISTRICTS.—We have an aggregate of twenty-one special tax districts, all of them out of debt, except one. None of them are bonded or have ever been, and almost without a single exception the schools in the special districts are better schools and better equipped than where there is no extra tax voted.

COMPULSORY SCHOOL LAW.—Of all the things which have been done for the schools of Florida, this is the one real forward step; and while I am not much given to hero worship I believe that every member of the Legislature supporting this measure or in any way contributing to its passage is entitled to the highest recognition. In spite of the fact that the population in this county is five hundred less than it was ten years ago, our school attendance has increased about 50 per cent. under this law above what it was under the old system.

CONSOLIDATION OF SCHOOLS.—"Where ignorance is bliss it is folly to be wise," and until the Compulsory Attendance Law was enacted it was almost impossible to accomplish anything along this line, but since such an actuality, if the Florida Legislature will make state aid possible I can see no reason why consolidation could not be made very profitable, both economically and educationally here. In many instances our buildings are inadequate under the increased attendance occasioned from the Compulsory Law and when the building begins it should be done in a way to have fewer and better schools, thereby making it possible to have better teachers and better equipment.

SANITATION.—I would welcome an act making it obligatory that the toilets in every school in Florida be made absolutely and sanitarily perfect, and I do not believe there is but one way to accomplish this result, and that is to require them to be placed in the school building.

COUNTY INSTITUTES.—One of my first official acts was to organize a County Institute which has continued to function throughout my quadrennium, and, I believe, with profit to the pupils and the teachers. However, I believe that the hardest

thing to accomplish is to make the weak teacher understand that he is weak, and that this is a means of self help. The teachers who could afford to miss the institute are always willing and anxious to take advantage of each opportunity to do and get good. I also believe that with the institute properly administered it is one of the chief agencies to spread the gospel of education.

SUMMER SCHOOLS.—The Summer School is nothing more nor less than the County Institute on a larger scale and an extended session, and like the Institute it is difficult to make the weak teacher understand that it is necessary for her to have new capital on which to teach. I would like to see the State offer free board and tuition to every Florida teacher who avails herself of this privilege, provided she will take upon herself a solemn obligation to teach for the next ensuing year. Under the meagre salaries paid teachers they can hardly afford to attend Summer School, and I believe they are rendering service while attending school just as truly as while teaching.

VOCATIONAL EDUCATION.—We are attempting in a small way to put Vocational Training in the LaFayette County High School, and we hope in another year to add to the equipment.

CLUB WORK.—We are doing nothing along this line now. Have tried to do so, but the seed mostly fell on stony ground; however, some folks have winter vegetables as a result of the work who never had any before.

SCHOOL LIBRARIES.—We have just added school libraries in several of our better schools, and without a single exception the teachers and pupils have been much gratified as a result of our work.

STATE BOARD OF EXAMINERS.—I believe that the "Flying Squadron" would solve many of our teacher-problems if it had followed out the idea which gave it birth. But I do not think that it allows the Board the proper amount of time for research work, to require it to romp from one end of the State to the other four times each month, and then the salary is too meager, as long as they have this to do. Most teachers are too provincial anyway, and if the State Board would have its general offices in the capital of our great State and hold regular weekly examinations there, I believe that it would

have a tendency to eliminate the weak and inefficient teacher, and would at least impart to the profession a dignity which is sadly lacking under the present regime.

RURAL SCHOOL INSPECTORS.—I believe that where we have two we ought to have four, and that the work should be so systematized that the term would not be a misnomer. The State is too large for two men to inspect all the rural schools in it.

FREE TEXT BOOKS.—When the rich man came to Jesus, he was told, "One thing lackest thou yet," and the same can be truthfully said of Florida's school system, and that thing which is lacking is free text books. I have been scrupulously opposed to free text books, but I have become convinced that it is almost impossible to perfect the operation of the Compulsory Attendance Law without free books.

Now as a summary of the foregoing, I desire to say that our solons in their wisdom have seen fit to appropriate money for hog cholera serum, Pasteur serum, tick eradication, and citrus canker, but as our boys and girls are of little consequence in our State's development, they have to wait until all these things are provided for. Now I believe the time is ripe for the Legislature to provide medical inspection for the school children of our State, and then to make conditions livable and lovable too. Establish a free lunch in every consolidated school in the State of Florida, and inaugurate Domestic Science in the school in a practical way, and then we can paraphrase the old negro's text, "The sun do move," by saying, "Florida's schools begin to move."

Yours very truly,

J. HOMER KELLY,
County Superintendent.

LAKE COUNTY.

Hon. W. N. Sheats,
State Superintendent Public Instruction,
Tallahassee, Florida.

Dear Sir:

In compliance with your request I submit a brief report of the schools of Lake County.

BUILDINGS.—Lake County has now about finished its work of giving to the children in the county first class, well-equipped school buildings. Within the last two years Groveland and Eustis have completed two handsome buildings; Eustis building costing about $60,000. Mt. Dora has voted $25,000 for school buildings in that town. The building for negro children in Leesburg was destroyed by fire, but efforts are now being made to have a much better one take its place soon.

HIGH SCHOOLS.—Lake County expects to report the following high schools in 1920-21: Leesburg Senior High, Eustis Senior High, Umatilla Senior High, Intermediate last year, Montverde Senior High, Clermont-Minneola Junior High, Groveland Junior High, Intermediate next report, Mt. Dora Junior High when new building is completed. These schools will be Standard High Schools in classes named.

TEACHERS.—For the last two years we have had no little trouble in securing well trained teachers for our schools, especially the rural schools.

SPECIAL TAX SCHOOL DISTRICTS.—Lake County has 34 special tax school districts. With few exceptions the maximum of three mills is levied. District funds are used to supplement teachers' salaries, extend length of school term, pay incidental expenses, etc. A law permitting a maximum of six mills would be much better.

BONDED DISTRICTS.—The following districts have bonded for school buildings: Leesburg, $45,000; Eustis, $40,000; Tavares, $15,000; Umatilla, $14,000; Groveland, $13,000; Clermont-Minneola, $10,000; Sorrento, $2,500; Bay Lake, $2,000; Grand Island, $2,000, and Fruitland Park, $2,000.

COMPULSORY SCHOOL LAW.—The Compulsory School Law has not been a failure, but is not perfect. Some slight amendments will make it more effective.

CONSOLIDATION OF SCHOOLS.—Every effort has been made by the Board of Public Instruction to consolidate schools and the good effects are now being realized. It is very hard to secure well trained teachers for rural schools and when it can not be done transportation is the only remedy.

MISCELLANEOUS.—Lake County Teachers' Meetings: The teachers of the county meet at least monthly in teachers' meeting, and we find much good results.

We have no training department in any of the high schools.

We favor State Course of Study as well as High School Inspectors and Rural School Inspectors.

Nearly all schools have libraries.

Much trouble is experienced in securing books, as the publishers fail to have proper arrangements whereby books may be purchased by pupils.

CONCLUSION.—In conclusion, we are glad to state that our finances are in fine condition, last report showing a nice balance with which to start our new school year.

Respectfully submitted,

WM. T. KENNEDY,
County Superintendent.

LEE COUNTY.

Hon. J. W. Sherrill, County Superintendent.

No report received from this county.

LEON COUNTY.

Hon. W. N. Sheats,
State Superintendent Public Instruction,
Tallahassee, Florida.

Dear Sir:

In accordance with your request, I submit the following brief report:

Owing to the fact that all revenue received has been needed to pay teachers, repair the buildings and defray other necessary expenses of school administration, there has been almost no building done. One building for the negroes was erected at Chaires, costing $1,200, and furnished with patent desks. An addition of three rooms and Domestic Science Department have been built on to Lincoln school for negroes at a cost of $2,000.

The Leon High School is the only high school in the county on the accredited list. This school is equipped with library and good laboratory. A modern Domestic Science Depart-

ment under the direction of the Smith-Hughes Vocational Board is maintained, an important feature of which is the lunch room, enabling the children to get warm lunch at a surprisingly low cost. The teaching force is above the average for a school of this size, all of the teachers holding degrees from colleges and all properly certificated.

During the past year we have added one special tax district to the one already in operation. From the Tallahassee District about $7,000 is derived and $600 from the Miccosukee District. There are many other schools in the county that should avail themselves of the opportunity and vote in a sub-district, but the people are not yet awakened to the necessity of imposing an additional tax upon themselves.

Last year the Compulsory School Law had a very wholesome effect upon the attendance, increasing the average about 25 per cent. But toward the close of the year the County Judge, B. F. Willis, decided the law unconstitutional, thus rendering it inoperative this year, so far as this county is concerned.

We have attempted in several localities to consolidate schools, but have met with many obstacles, chief of which is the dislike of patrons to send their children more than a mile or two from home. Another difficulty is the lack of funds to secure proper transportation. Still, I believe the only salvation for the rural school is consolidation, and it is bound to come as soon as the revenue is sufficiently increased to maintain the school and pay transportation. However, some of the patrons near the Miccosukee and Tallahassee Districts are sufficiently interested in better schools to pay their own expenses in getting their children to these schools.

There is no question but that the town schools are more efficient than the rural schools. This is due to the fact that it is becoming more and more difficult to get the best teachers to agree to assume the responsibilities of carrying on the work from the primer through the eighth grade. And, too, the salaries are generally smaller in the rural districts, although, by every law of right and justice, they should be higher.

During the past four years we have been obliged to increase salaries from seventy-five to one hundred per cent. and still have not been able to keep some of our best teachers.

Because of this big percentage increase in salaries and the comparatively small increase in revenue we have gone slightly beyond our resources, and it seems now that we shall have an indebtedness of nearly $20,000 at the end of this fiscal year.

The above is very brief, but under present conditions, I think that it covers the ground sufficiently well.

Respectfully submitted,

F. S. HARTSFIELD,

County Superintendent Leon County.

LEVY COUNTY.

Hon. W. F. Osteen, County Superintendent.

No report received from this county.

LIBERTY COUNTY.

Hon. W. N. Sheats,
State Superintendent Public Instruction,
Tallahassee, Florida.

Dear Sir:

In compliance with your request of November 22, I herewith submit the following for your bi-ennial report, for the two years ending June 30, 1920.

BUILDINGS.—We have erected one new building at Bristol with four well lighted recitation rooms downstairs, and an auditorium upstairs. This is a wood building, but I consider it a great addition to the Bristol school, as it was lacking very much for room, and considering the time it was built, it was built very reasonable, costing only $7,493.83, leaving the auditorium and two rooms downstairs partly unceiled, but sufficient to be used. We have the auditorium comfortably seated with opera chairs, sufficient to seat about 450. The recitation rooms are also furnished with single patent desks. All the rooms in both the old and the new buildings are being used except one of the very poorly lighted and ventilated rooms of the old building, which should have been condemned long ago.

We have also built an addition to the Lake Mystic school, and have added one teacher, making it a three-teacher school, and also have it well furnished.

We have repaired and repainted the school houses at Hosford, Telogia, Rock Bluff, and the old building at Bristol, at a total cost of $2,652.35. We have done no building at all for the colored people during my term of office.

HIGH SCHOOLS.—We have no accredited High Schools, but some very good work is being done in the two Junior High School grades both at Bristol and Hosford. It is the sense of the Board and people to develop the school at Bristol into a County High School just as early as possible, as it has plenty of rooms now for this purpose.

SPECIAL TAX DISTRICTS.—We have only three special tax districts: Hosford, Telogia and Bristol. Hosford District has three schools; the five-teacher school at Hosford, and two one-teacher schools. Telogia District has one school which is located at Telogia. Bristol District has two schools, the eight-teacher school at Bristol, and a three-teacher school at Lake Mystic. Bristol District was established last year after several attempts had been made. Hosford saw fit last year to lower the millage to only one mill levy, but Bristol and Telogia both have a three mill levy, bringing in last year for the three districts, $873.50, which is paid out for teachers' salaries, except at Bristol; they have issued time warrants against their district to assist in erecting the new building.

BONDED DISTRICTS.—We have no bonds.

COMPULSORY SCHOOL LAW.—I have done my best to enforce the attendance of all pupils, trying at all times to be fair and impartial and trying not to work a hardship on any one. I have experienced some opposition to the Compulsory Attendance Law, but it has had a very remarkable influence on the attendance of pupils. Pupils entered school at the age of 15 and 16 who had never been to school before. I can report an increase of about 42 per cent above last year's attendance.

CONSOLIDATION OF SCHOOLS.—We have consolidated two communities, putting three schools together, and consolidating two in one in the northern part of the county at Rock Bluff. This has proven very satisfactory, as we got much

better results, but especially at Summatra, at much greater cost, on account of the bad condition of the roads. For this reason we placed them back as before till the roads can be improved. This, I think, should be an incentive to build better roads, and then it will be a great thing for the work of consolidation. I find a splendid sentiment in favor of consolidation thus far, and the people are much pleased with the plan.

SCHOOL LIBRARIES.—There were only two very poorly equipped libraries in the county when I came into office; one at Bristol and one at Hosford. We have placed a small, well selected library in all the schools with one or two exceptions. The teachers are reporting very satisfactory results from them, and the people are generally well pleased.

STATE BOARD OF EXAMINERS.—I am well pleased with the change of examinations, and can cheerfully give them my endorsement. I think they are practical, reasonable and logical.

RURAL SCHOOL INSPECTION.—I am much interested in Rural School Inspection, as I think it is doing a great work for the State. However, I am sorry to say that I have only had the Inspectors in my schools twice during my four years in office, but I enjoyed their visits very much, and regret that I could not have had them more.

Respectfully submitted,

R. E. TURNER,
Superintendent.

MADISON COUNTY.

Hon. G. W. Tedder, County Superintendent.

No report received from this county.

MANATEE COUNTY.

Hon. B. D. Gullett, County Superintendent.

No report received from this county.

MARION COUNTY.

Hon. W. D. Carn, County Superintendent.

No report received from this county.

MONROE COUNTY.

Hon. Virgil S. Lowe, County Superintendent.

No report received from this county.

NASSAU COUNTY.

Hon. L. L. Owens, County Superintendent.

No report received from this county.

OKALOOSA COUNTY.

Hon. W. N. Sheats,
Tallahassee, Fla.

Dear Sir:

In compliance with your recent request for a general statement of the present conditions of the schools in Okaloosa County and the progress made in the last two years, I beg to submit the following report:

NEW BUILDINGS.—Within the past two years we have erected six new school houses for white pupils and two for colored pupils at a total cost to the School Board of $1,917; but this amount represents approximately one-half the total cost of the buildings, as the patrons in each community where a house was built have borne all the expenses for building and construction. We have recently lost one new brick school building in Crestview, which was erected three years ago at a cost of $8,500. But the citizens of Crestview have voted for the issuance of bonds which has enabled them to let a contract for a new brick building to cost $16,500, and work on the new building is now in progress. In the new and enterprising town of Valparaiso we now have under course of construction a handsome school building which will cost when

completed $40,000. This building will be equipped with electric lights, sanitary connections and all conveniences that a modern up-to-date school building requires. We have spent for repairs to buildings in the past two years $792.

HIGH SCHOOLS.—We have no high school of recognized standing in the county. Though we have three schools, one at Laurel Hill with seven teachers, one at Baker with seven teachers, and one at Crestview with four teachers, that do ninth, tenth and eleventh grade work, but because of a lack of laboratories and shortness of terms, they have not been standardized yet.

SPECIAL TAX DISTRICTS.—We have eleven special tax school districts in the county, three of which have been created this year. District No. 1 affects one school, District No. 2 affects two schools, District No. 3 affects one, District No. 4 affects two, District No. 5 affects three, District No. 6 affects five, District No. 7 affects one, District No. 8 affects two, District No. 9 affects two, District No. 10 affects two, District No. 15 affects two. All of these districts except two, have regularly voted three mills and all the districts produce annually $4,820.

BONDING DISTRICTS.—We have three bonding districts that are bonded in the aggregate for $35,500. With this money we have built two brick school houses, one at Baker and one at Laurel Hill, each containing eight large class rooms and a large auditorium, and we have $15,500 of the money which we are applying on the construction of a good brick building at Crestview.

COMPULSORY SCHOOL LAW.—We have met with very poor success in the enforcement of the Compulsory School Law. Last year the school supervisors and trustees for the different schools were appointed with the hope that efficient service would be rendered at a minimum cost. The effort was a failure because the attendance officers were afraid of incurring the ill-will of their neighbors. This year the county sheriff was induced to accept the work, but because of pathetic letters from patrons as well as a fear of ill-will of voters, he resigned, and at present we have no attendance officer. We have had but one violator of the law arrested and brought to trial, and the jury turned him loose. Still the law has done good in some cases, and has resulted in an increase of seven per cent.

SCHOOL LIBRARIES.—We have placed in every white school in the county a good library. Libraries in the one-teacher schools contain 123 volumes each, and in the two or more teacher schools 225 volumes. All our schools are provided with charts on reading, agriculture and physiology.

EQUIPMENT.—All white schools of the county are well supplied with blackboard, desks and roller maps. Twenty-five of our schools are supplied with teachers' desks and large globes and all schools are provided with good heating appliances.

TEACHER SHORTAGE.—Our greatest trouble aside from a lack of finances has been a shortage of teachers, but we will get all our schools taught this year. We have fifty-four schools in the county and they are all either running or have been taught out at this time (November 30), except eight remotely situated one-teacher schools that pay a salary of $50 per month, and I am sure I will get teachers for these before the year is out, but several of my teachers hold only temporary certificates at this time.

Respectfully submitted,

W. C. PRYOR,
County Superintendent.

OKEECHOBEE COUNTY.

Hon. W. N. Sheats,
State Superintendent Public Instruction,
Tallahassee, Florida.

Dear Sir:

I am herewith enclosing a report of Okeechobee County schools covering the past two years. I have tried to be brief but have covered the important points.

During the past two years Okeechobee County has constructed one concrete building and three frame buildings, one of which is for the Okeechobee colored school. All of these buildings, except the one for colored school, have been equipped throughout with the best equipment we could get. In addition to the new buildings, we have equipped every school in the county, except Okeechobee High School, with

chemical toilets which are absolutely sanitary in every particular. In my opinion this is one of the most progressive steps the county has taken since its creation. We have also made some repairs on Okeechobee High School as will be shown in the High School Report.

Okeechobee High School is the only high school in the county, the other schools teaching only to the eighth grade. All pupils above the eighth grade are allowed assistance in transportation to the high school as soon as they complete the rural schools. Salaries in the High School have been raised as follows: Principal, $125 per month to $250 per month at present; assistants, $65 to $120, and the grade teachers in same school from $60 to $100 per month. We have also added five teachers, making thirteen, four of whom are in the High School department. Owing to some little irregularity we have never qualified as an accredited High School, but this year our High School Inspector assisted us at the beginning of the term to start out on the accredited basis and we hope to continue as such. We have made all necessary appropriations, including the purchase of all equipment, to maintain a fully accredited Senior High School. This school is principally taken care of by the general school fund. It is in a special school tax district and practically all of the funds derived from the district are spent in this school in paying transportation, incidentals, etc.

There are three special school tax districts in the county and all of the schools of the county are affected by them, with the exception of three, which are in a part of a sub-district that was formerly in Palm Beach County.

Last year we had an attendance officer for each school. This year we have one appointed for the entire county and pay her $1,000 per year. I think this a better plan. We have had but very little trouble in the execution of this law, but I think it should be amended in several respects.

Two of our special tax districts have placed a very good school library in each of the schools within their districts at a cost of practically $2,000 and have been adding to it annually.

I would like to recommend some form of law whereby the School Board could avoid paying such a large amount of

school funds for interest when they have to borrow, and at the same time get a better rate than that allowed by depositories when they have money to lend.

Respectfully,
R. E. HAMRICK,
Superintendent Okeechobee County.

ORANGE COUNTY.

Hon. W. N. Sheats,
State Superintendent Public Instruction,
Tallahassee, Florida.

Dear Sir:

In compliance with your circular, in re biennial report ending June 30, 1920, beg to submit the following:

BUILDINGS.—Apopka finished new high school building, paying balance cost of $9,000; new modern desks and equipment, $2,150. This is an up-to-date Junior High School building.

Tildenville Senior High School and Grammar School at Winter Garden at cost of $34,150 for building and $2,085 for furnishing; the old building thoroughly renovated and light properly arranged. This district could not bond for over $30,000, but the community came to the rescue and raised the balance necessary to complete the schools.

Orlando voted bonds for new building to cost approximately $100,000, modern in every respect and to be ready for 1920-21 term.

Ocoee erected new modern building for colored school at cost of $1,500, the colored people contributing part.

The other buildings of the county as a whole have been kept in good condition and repair.

HIGH SCHOOLS.—Apopka: Lunch room installed where hot lunches are served daily. High school teachers' salaries have been increased $200 for the term; $75 addition to library has also been added.

Orlando: One teacher added to staff, full time. Every pupil is required to be a member of debating society and to take part in same. Instruction in public speaking has been

provided for; salaries of all teachers and principal increased; school term lengthened to eight and one-half months; instruction in physical education provided for.

Tildenville High School: $300 expended for playground equipment; $300 for library; $350 for laboratory; $500 for domestic science; $300 for hot lunch equipment and $40 for flags.

Winter Park: $900 expended for equipping hot lunch room; $900 for laboratory, apparatus and motion picture machine. All teachers' salaries increased $20 per month; manual training and music also added.

Excellent work is being done in all of the above mentioned schools.

SPECIAL TAX DISTRICTS.—The county is divided into nineteen special tax school districts, all but one levying three mills for school purposes. Thirty white schools, with enrollment of three thousand pupils, and twelve colored schools, with enrollment of twelve hundred and fifty pupils, all supervised by trustees of said districts. A spirit of hearty cooperation exists between trustees and the County Board. Twelve of these districts are bonded in sums ranging from $1,000 to $93,500; these amounts having been used exclusively for buildings and equipment of the most modern type. We have now on hand in the sinking funds to take care of the above mentioned bonds, $43,560.

COMPULSORY ATTENDANCE LAW.—We have an attendance officer who has a car and devotes all time to the county work. Our object is to enforce the law in all cases. We feel that this is the first time the child has come in direct contact with any law. Therefore, if we are to have law-abiding citizens, it must be administered in such a way as to make all laws respected. We find several defects in the law. It would seem wise to have this come up for discussion at the next County Superintendents' meeting and plans for amendment adopted.

A juvenile court, which will aid in the enforcement of the law, has been established in this county. Plans have been made for a county parental home school, which we hope will be ready for use during the winter of 1920 and which will make it possible to more easily enforce the law, as there is

a feeling against sending offenders to the State Reform School who are charged only with truancy.

CONSOLIDATION OF SCHOOLS.—Where possible, all of our schools have been consolidated. We are now transporting over three hundred pupils at a total cost of about $8,000. This seems to be too expensive and some method should be worked out to reduce the cost.

COMPARATIVE EFFICIENCY OF RURAL AND TOWN SCHOOLS.—We consider our rural schools second to none in the State. All of the houses are in excellent condition, painted on the outside, and ceiled, plastered or dressed lumber finish on the inside. In all cases we have good wells of water. We had an efficient supervisor of the rural schools in Miss Flora Brown, and the conditions that they are in today show that supervision pays in the country as well as in the city. Owing to the resignation of Miss Brown, at the June meeting the School Board appointed a new supervisor, Miss Amelia Kendall. It seemed to the Board that it was a needless duplication of effort to have a county attendance officer and supervisor, so they have united the two offices, thus making both more effective.

We are making an effort to establish all schools squarely on the State Course of Study and are discouraging all promotions unless the required work has been fully completed.

We have been able to employ a full corps of teachers who in the majority of cases fulfill the Orange County standard. Would it not be possible, when the courses are planned for the next summer school, to give more attention to the rural teacher's problems? Courses in agriculture should be reinforced by the study of pedagogy, sociology and rural economics. A new pedagogy for the State examinations should deal more with the rural problems than the one now in use.

When pupils have been transported from the rural to the city schools during the past two terms, we have noted with particular satisfaction that they invariably have kept up to the grades. This proves beyond doubt the efficiency of our rural schools. Of course, the town schools have the advantage in special teachers, lunch rooms, supervised play, etc., but the rural schools with a longer daily session and a carefully selected teacher succeed in making up the deficiency by assisting in community activities.

SCHOOL SANITATION.—The child welfare work began in Orange County in February, 1919, with Mrs. Ora D. Layton, a trained worker, in charge. Dr. Grace Whitford, at that time the efficient head of the Bureau of Child Welfare of the State Board of Health, spent several weeks here supervising the work and the Bureau supplemented the salary of Mrs. Layton and aided and fostered the work in every way. Although the school term was short during the remaining months, practically every white child in the county received a thorough physical examination. During the summer, Mrs. Layton further prepared herself in the Department of Educational Hygiene at Cornell University and during the school year beginning September 1, 1919, great advancement was made. Nine of our more progressive schools bought scales and the children were weighed every month and a record kept of the physical condition of each. Hot noon lunches were served in three rural consolidated schools, and in two of the Orlando city schools. First aid kits were placed in fifteen schools and instruction in their use given to inexperienced teachers. Educational material on all sanitary and health questions was distributed in every community and home visits were made where the school examination pointed to a condition needing investigation and medical assistance given where necessary.

In connection with the County Y. M. C. A. director, Mr. E. A. Mileham, a play program was developed in nearly every school and simple play apparatus was placed in the school yards of many communities, while teachers were urged and assisted in giving regular physical exercises each day.

The great benefit derived by the children has been observed by all in close touch with the work. Improved eye condition, improved teeth, better school surroundings and happier children are the most marked results. A close supervision is kept of all sanitary conditions. No member of the County Supervising Workers visits a school without making note of all the surroundings. The toilets are, with a very few exceptions, built according to the State plan, while lime and other disinfectants are freely used. Dirt and disorder are not tolerated and teachers and pupils are held responsible for the health conditions of the school. Many of our rural schools are screened and provided with individual drinking

cups, wash basins and towels. All of the larger schools have sanitary drinking fountains and hands are washed in running water and dried on paper towels supplied by the School Board.

During the year each school was scored on its health and sanitary condition and the results published at the mid-winter fair.

When the budget was made for the year 1920-21 appropriations were made for the salary of a colored nurse and Mrs. K. B. Taylor, R. N., was secured for the year.

The State Tuberculosis Association was active in assisting the work, a field nurse making visits and giving aid to our sufferers. The Association furnished literature and educational propaganda for the Health Crusade, which was tried out in several schools and found good. Mr. R. H. Hixson, Executive Secretary, made a tour of the county, showing the moving pictures in ten different schools.

The spirit of cooperation has been strongly manifested in every department of the county. The teachers have recognized the benefits of the work and given their best efforts to its furtherance. The medical profession have assisted in every way, giving their help, without thought of pay. The Orange General Hospital has been freely used by the needy children and has been of invaluable service. The city officials and the County Commissioners have never failed to respond when calls have been made for their financial aid or moral support. All the officers of law and order have willingly cooperated in cases where the moral conditions of children could be lifted.

MISCELLANEOUS.—We believe in the uniform text book law, but some way should be provided for free text books and school supplies.

Our County Teachers' Association meets once a month, where splendid programs have been provided, proving beneficial to all concerned. Most of our teachers attend summer school. Our aim is to establish vocational education as soon as funds will permit.

We have heartily cooperated with our County Agricultural Agent and Canning Club Supervisor in establishing corn, pig and canning clubs.

Perfect harmony prevails in our County School Board and we have also had the hearty cooperation of the State School Department in all of our activities.

We have endeavored to carry out the State Course of Study. We also approve of the State Board of Examiners, who we believe are rendering efficient services.

Would suggest that two rural school inspectors and one high school inspector be added to the present force, as that would be a wonderful aid to county superintendents who are not able to have a county supervisor, since numerous office duties prevent him from giving the supervision necessary for the best interest of the schools.

Our impression from daily contact with the citizens and patrons of the various schools leads us to believe that we should have laws enacted that will furnish more funds for school purposes, as without sufficient funds our public school interests are bound to suffer.

We urge upon every county superintendent the necessity for organizing parent-teachers' associations and other community societies to promote closer relation between the home and school.

With thanks to every one concerned for the aid and assistance rendered in carrying on our educational work, I am still striving for the best schools.

Yours very truly,

A. B. JOHNSON,
County Superintendent.

OSCEOLA COUNTY.

Hon. W. N. Sheats,
State Superintendent Public Instruction,
Tallahassee, Florida.

Dear Sir:

Complying with your request for a report on the schools of this county for the past two years, I beg to submit the following:

NEW BUILDINGS AND REPAIRS.—Prior to the present biennium, we had completed quite an extensive building pro-

gram. Therefore, we have done but little along that line within the past two years. We have erected three one-room buildings for negroes at a total cost of $1,918.70, which was paid for out of the general school fund. At another place where we had put up a new brick building for whites, we tore down the old house and used the material for building a cottage for the teachers. This cost about $600, which was borne by the district funds. About $1,400 has been spent out of the general school fund for repairs on buildings for whites. With the exception of a new high school building needed at Kissimmee, we are well supplied with school houses. In fact since we have been transporting several rural schools, we have five or six one-room buildings not in use.

HIGH SCHOOLS.—The Osceola County High School at Kissimmee is the only school that meets the State requirements for a Senior High School. It enrolled last year 742 pupils in all grades, about 125 being in the high school department. This school is accredited by both the State and the Southern Association of Colleges.

At St. Cloud we have a four-year Intermediate High School that enrolled last year 341 pupils, about thirty being in the high school department. This school employs twelve teachers, three of whom give all of their time to high school work. It has a well-equipped laboratory, a well-selected library and a department of domestic science and domestic art. This school is doing good work and we hope to bring it up to the standard of a Senior High School.

SPECIAL TAX DISTRICTS.—This county has five special tax districts that have a total income of over two thousand dollars per year. When the ten-mill amendment went into effect, some of the districts reduced their millage, but we expect them to restore a three-mill tax at their next elections. We have no bonded districts.

COMPULSORY ATTENDANCE LAW.—On account of the influenza that raged in this section last year, I feel that this law did not have a fair trial as many of the children were compelled to remain out of school for several weeks. I believe under normal conditions, and with proper administration, this law will prove to be a great factor in our educational system. While the law may not be perfect in every

respect, I am sure that it has done much good in this county, especially in some of the rural districts. One school, in particular, showed an increase in average attendance over the previous year of nearly one hundred per cent. We employ a county attendance officer at a salary of $100 per month who gives all of his time to the duties of the office during the twelve months of the year.

CONSOLIDATION AND TRANSPORTATION.—During the past year we transported five schools, two to Kissimmee and three to St. Cloud. We began this on account of a shortage of teachers for rural schools, but it proved so satisfactory, that we expect to increase the number next year. We find the best plan is to contract with someone to furnish trucks and drivers, rather than for the county to go to the expense of buying trucks and hiring drivers. We do not undertake to transport individual pupils, but schools as a whole, using the funds appropriated for teachers' salaries to pay the expense of transportation. The county agrees to furnish transportation for eight months and the district and patrons for one month, thus giving the children the advantage of graded and high schools for a term of nine months. Under this arrangement nearly eighty per cent. of the children in the county get nine months of schooling during the year.

RURAL SCHOOLS.—This is one of the most perplexing problems a county superintendent has to deal with. The one-teacher rural school is not efficient and we all know it even if we do not admit it. When we come to the final analysis we find that everything centers on the teacher. To be a successful rural school teacher, a person must be an expert in her line, a person of vision with a missionary spirit that can touch the life of the community. We do not find many teachers with all of these qualifications, and when we do find one she is not likely to be teaching in a one-teacher rural school. The only solution is in consolidation and transportation. When this is done the one-teacher school will disappear, and better teachers can be had and better salaries paid for better work done.

STATE COURSE OF STUDY.—I find that the teachers are generally pleased with the State Course of Study. Since the rural school term has been extended to eight months, the pupils are able to follow the course during the year.

RURAL SCHOOL INSPECTORS.—I believe the number of rural school inspectors should be increased to one for each congressional district, so that more schools could be visited and inspected during the year. I believe the work done along this line has been a great help in arousing the interest of the people in educational matters.

SCHOOL FINANCES.—Last year we levied nine mills for the county fund, but on account of having to pay salaries during the influenza epidemic, we closed the year owing a small amount. All of the districts are out of debt with balances to their credit. We expect to levy the full ten mills next year. I believe the law should be changed so that it would be possible to collect the taxes before the school term closes. As it now stands, the bulk of the funds are not available until after the first of April, thereby forcing school boards to borrow money to maintain the schools and to pay out thousands of dollars for interest.

CONCLUSION.—If we have not made progress during the past two years, I hope at least we have held our own. With the shortage of teachers and the demoralized condition of the country generally it is a wonder that we have been able to accomplish anything. As it is, we have reduced the number of schools, increased salaries, and extended the terms of high schools to nine months and the rural schools to eight.

Yours very truly,

C. E. YOWELL,
County Superintendent.

PALM BEACH COUNTY.

Hon. W. N. Sheats,
State Superintendent Public Instruction,
Tallahassee, Florida.

Dear Mr. Sheats:

I take great pleasure in transmitting herewith the bi-ennial report of Palm Beach County schools due at the close of the school year, June 30, 1920.

During this period two superintendents were in charge of the schools of this county, Mr. Jackson B. McDonald from

July 1, 1918 to December 6, 1918, and the writer from December 6, 1918, to the close of the period.

The Board of Public Instruction of Palm Beach County and the Superintendent take a great deal of pride in their ability to make a report at this time along financial lines, stating that at the close of this period we have complied with the law in every respect and are entirely out of debt as far as the budget of the school year is concerned. Owing to the high cost of teachers' salaries and school supplies and the low rate of taxation compelled by the Constitution of Florida, we feel that it is quite difficult to maintain a high standard of progressive schools without running greatly into debt. We believe that we have maintained good schools in this county. On the thirtieth of June we owed $5,000 on our budget. We had, in the general school fund, on the same date, more money than enough to pay this obligation. Owing to the absence of the Superintendent at the close of the period the note was not paid until the first week in July, so that we can truthfully say that we were completely out of debt at the time the period closed.

FINANCES.—The progress made in our schools may be estimated from the fact that during the school year ending June 30, 1918, we had expended less than $114,000 in this county for school purposes, while the corresponding year of 1920 found our expenditures in excess of $134,000, which is a very good percentage of increase. This was possible owing to the increase in assessed value and the increase of three mills in the general fund tax. One fact to consider in this connection is the item of teachers' salaries. For the year 1918 our total was $47,403, while in 1920 the total was nearly $68,000. This shows that the increased expenditures went almost entirely where the money would do the most good.

ENROLLMENT.—The enrollment in our white schools increased from two thousand in 1918 to two thousand four hundred and ninety-eight in 1920, which is an increase of almost 25 per cent. If it had not been for the fact that during the same period an increase of three mills was permitted in the general school fund our county would have had a very hard time, indeed, to provide for the care of the large enrollment.

TRANSPORTATION.—In my bi-ennial report I made the statement that our Board intended to curtail expenditures

along transportation lines. In so doing the reduction in expenditures does not show a less efficient or less extensive system of transportation, but shows greater economy in operation. During the year 1918 transportation cost this county more than $11,000, while in the year 1920 only a little over $5,300—less than half—was spent for the same item, and more pupils were served. This reduction was brought about largely because favorable contracts with private transportation companies proved to be cheaper than public operation of conveyances.

RURAL SCHOOLS.— During this bi-ennium seven rural schools have been constructed, namely: Prosperity Farms, costing a little over $786; Connersville, $717; Canal Point, $707; Ritta, $1,727; South Bay, $1,477; Hillsboro Canal, $1,838, the last three being two-room structures. The comparatively low price of construction does not reveal the value of the buildings because in each case the patrons of the schools furnished the labor of erecting the buildings at no cost to the Board which, of course, would make the actual value of the buildings something like twice the figures stated above. In addition to the above named frame buildings, a concrete block with stucco finish, two-room building with all modern equipment has been erected at Boca Ratone at a cost of a little more than $10,400. We consider this one of the best appearing and most commodious rural school buildings in the State.

BOND ISSUES.—Special Tax School Districts No. 1, No. 4 and No. 8 have issued bonds during this period, but at this writing, owing to the dullness of the bond market, the two first mentioned issues have not been sold. The issue of No. 8 was for $12,000, and was sold advantageously. Most of the proceeds were used in the erection of the Boca Ratone school. The issue for No. 1 for $125,000 and No. 4 for $40,000 are to be used in erecting ward buildings and purchasing furniture in West Palm Beach and the erection of a small high school in Lake Worth.

SOCIAL SERVICE WORKER.—During this bi-ennium a social service worker has been employed by the Board, whose duties took her to every school in the county. She rendered many and various services, perhaps the most useful of which was the looking after nutrition cases, whereby under-nourished

children were brought to standard size. She rendered considerable service in co-operation with the State Board of Health in examining the children of the county to determine whether they had any of the various diseases of childhood. This work had the support and co-operation of all the physicians and dentists in the county who were asked to assist, and practically all the services they rendered were given gratis to children who could not afford to pay. The health of the school children of Palm Beach County has been well looked after. During the latter part of the year 1920 the Red Cross Chapter of the county furnished a dentist who did a great deal of work over the county at no cost to the children.

CANNING CLUB.—During the year 1919 the Board paid $500 toward the salary of the County Home Demonstration Agent. During the year she rendered considerable service to the children in the rural schools as a Canning Club teacher. During the year 1920 lack of funds prevented the Board from helping out on her salary, but she continued to render a great deal of service to the schools as the employee of the County Commissioners.

LUNCH ROOMS.—In all schools in the county which have more than seventy-five pupils lunch rooms have been provided at which the children may procure one or more hot dishes for lunch every day at a nominal cost. The only school lunch room that is self-sustaining is the one at West Palm Beach, where several hundred pupils are accommodated daily. This lunch room operated in a highly successful manner and closed the year with almost $150 in the bank, after having bought all the new utensils and cooking equipment needed. The lunch rooms in the smaller towns, owing to the small amount of patronage, are receiving outside help, which has been generously donated by Women's Clubs and other organizations and individuals interested in the welfare of the children of the county.

VOCATIONAL WORK.—During this bi-ennium vocational work in the way of agriculture was taught by a Smith-Hughes teacher at Pahokee. A similar line of work was instituted for colored children under the same authority and paid for by the State and Government in the colored school at Delray and has proved very successful and useful. During the

school year of 1920 vocational classes in commercial lines in the afternoons and in industrial lines in the evenings were instituted in West Palm Beach. These classes were free to all comers and the instructors were paid by the Smith-Hughes fund. They proved popular in every respect and it is thought they will be continued in the future.

GENERAL IMPROVEMENTS.— During this period a great many improvements have been made wherever the need existed and the funds warranted, in all portions of the county. Some of the most permanent improvements are the beautifying of the school grounds in Lake Worth and the installation of natural slate blackboards in Stuart, Jupiter, West Palm Beach, Lake Worth, Boynton, Delray and Boca Ratone. The purchase of school supplies of all kinds necessary to the successful operation of the schools has been liberal, yet not extravagant, by our Board. We believe that the general appearance of our buildings and the sanitary arrangements and the qualifications of our teachers will compare very favorably with the schools of any county in the South.

NEEDED LEGISLATION.—A great deal of legislation for the benefit of the public schools of Florida is needed. Some of the greatest needs might be enumerated as follows: The removal of the three-mill limit of taxation on special tax school districts. Since the taxpayers vote the amount of taxes they are willing to pay for education in their district, the writer sees no reason why any limit should be placed on this method of taxation. The ten-mill county limit and the one-mill State limit are sufficient and fair enough, providing the district millage can be unlimited. The nature and method of reporting required of the County Superintendent should be simplified. The matter of keeping the funds of the schools in the banks of the county and in several different accounts in the banks is a source of a great deal of needless extra work. A financial system should be devised whereby funds can be kept in one bank or not to exceed two accounts. This would, of course, necessitate a superintendent or office help who knew something about bookkeeping.

Another law that would work entirely to the benefit of the schools would be the placing of educational and business qualifications on the candidates for the office of superintendent of schools. Another point that perhaps might be fruitful

of good results would be a more satisfactory remuneration in a financial way for school board members. It is difficult in many cases to secure men on the School Board who are able to earn from $10 per day and more, who are willing to take their time for the $4 pay they receive. Our county school systems are spending a great deal of money and it is not fair to the school children to intrust the expenditure of $100,000, or in some cases over half a million, in the hands of inexperienced business men who are willing to work for $4 a day.

Respectfully submitted,
W. E. KEEN,
Superintendent.

PASCO COUNTY.

Hon. J. W. Sanders, County Superintendent.

No report received from this county.

PINELLAS COUNTY.

Hon. Dixie M. Hollins, County Superintendent.

No report received from this county.

POLK COUNTY.

Hon. W. N. Sheats,
State Superintendent Public Instruction,
Tallahassee, Florida.

Dear Sir:

In compliance with your request, I am herewith making my second bi-ennial report for Polk County. I want to thank you for the many courtesies shown me since I have been in office. I also desire to congratulate Florida and the great system of public schools of the State that you will remain at the head for another four years.

In most particulars, my report made two years ago would fit the conditions now with few changes and I could hardly

improve on the observations and recommendations made at that time.

BUILDINGS.—We have erected only two buildings the past two years, owing to the fact that an extensive building campaign was carried on several years ago when materials and labor were cheaper than at present. We have 18 large modern brick buildings, all containing auditoriums with seating capacity varying from 250 to 1,500. However, owing to the continued growth of Polk County and the enforcement of the Compulsory Attendance Law, we will have to have more buildings. New buildings are already contemplated for Crooked Lake, Lakeland, Winter Haven, Mulberry, Ft. Meade, and other places; work to start on them from one to six months from this date. All our buildings contain large airy class rooms and special care has been taken as to light and ventilation. Not all the rural school buildings are modern, but are in good condition generally. Only a few of the negro schools are provided with suitable buildings or desks. Most of them are using churches, halls or any kind of make-shift not at all suitable for teaching purposes. If, under the Compulsory Law, they are forced to attend school, suitable buildings and equipment should be provided.

HIGH SCHOOLS.—We have five standard Senior High Schools, located at Bartow, Winter Haven, Lakeland, Fort Meade, and Mulberry, and three Junior High Schools, located at Lake Wales, Frostproof and Haines City. All these schools are equipped with complete laboratories and excellent libraries, especially the Bartow school, the Carnegie Library being located less than 25 yards from the campus.

SPECIAL TAX SCHOOL DISTRICTS.—Nearly the entire area of Polk County is embraced in special tax school districts. There are 55 of such districts in the county and of the 92 schools (71 white and 21 colored), 83 are embraced in districts. The total revenue for all districts combined for 1920 will amount to $96,784.37 as shown by the tax books.

BONDED SCHOOL DISTRICTS.—We have 16 bonded districts in the county with a total of 24 issues, amounting to $329,500, practically all of which was expended for new sites, new buildings and equipment. Seven of these issues have been pur-

chased by the Board with sinking funds of other districts. I consider the law authorizing County School Boards to invest sinking funds in bonds of other districts a good one. No less than 6 additional issues are contemplated for the very near future for new buildings and sites as mentioned under the heading "Buildings." Just recently a petition was filed with the Board for an election in the Winter Haven District for $20,000 bonds with which to purchase a site.

COMPULSORY ATTENDANCE LAW.—We employ one Attendance Officer for the entire county, who also has charge of the Mothers' Pension Law and the taking of the school census. I believe it is much more satisfactory to have one good officer and pay him a salary sufficient to do the work as it should be done. We find a few people opposed to compulsory education, but it is generally those that need it most. The great war taught us a great deal. More exemptions from serving in the war were made on account of ignorance than all other causes combined. The Compulsory School Law is a good one and should be rigidly enforced, and we are enforcing it in Polk County. Our county is making a wonderful growth and our increase would naturally be large, but to the Compulsory Law a large percentage of the increase is due. The increase in attendance the past two years has been about 35 per cent. The year ending July, 1918, our enrollment was 7,503 and at the close of the present term it will be nearly 12,000.

CONSOLIDATION OF SCHOOLS.—It has always been the policy of the present School Board to consolidate as many schools as possible, all agreeing that it means longer terms and better schools. I believe the most feasible way in which to consolidate schools of a district is to build the school at one end of the district and carry the pupils to it. This means the employment of less vehicles. We have consolidated ten schools in the past two years. For transportation, we allow $3 per month per scholar from the general fund and the various districts supplement this amount for $1 to $3 per month.

RURAL SCHOOLS.—Our rural schools will compare favorably with any in the State, many of them far above. Rural School Inspector R. L. Turner recently spent several days in this county and he says the school at Brewster is the best in

the State. A dozen or more will be classed as standard schools this year. The standardization of the high schools has accomplished notable results and it should be extended until every rural school measures up to the standard. I have found from experience that a visit from the Rural School Inspector not only helps the Superintendent, but the teachers and pupils as well. There should be at least four inspectors employed, which would mean more and longer visits to the counties.

TEACHERS' SALARIES.—Our Board has realized that teachers' salaries have been too small. During the past two years the salaries have been increased about 40%, which I believe is a record for the State. Excellent salaries have attracted the very best teachers to the county and we now have one of the best corps of teachers in the history of the county. Below will be found a table showing the salaries we are now paying teachers:

High Schools (Nine months term).

Principals.....$250 to $325 per month.
Faculty H. S. Dept.....$120 to $150 per month.
Faculty Grammar Dept.....$100 to $120 per month.

Rural Schools (Six to nine months term).

Principals.....$95 to $200 per month.
Assistants and one teacher schools from $75 to $125 per month.

Colored Schools (Six and seven months terms).

Principals.....$65 to $110 per month.
Assistants and one teacher schools.....$55 to $70 per month.

CONCLUSION.—As this will probably be the last report I will ever make as Superintendent, it is with mingled feelings that I retire from the work. I predict a very bright future for the schools of this county and State and will do all in my power to assist in the work as a private citizen.

Sincerely yours,

JOHN A. MOORE,
Superintendent.

PUTNAM COUNTY.

Hon. W. N. Sheats,
State Superintendent Public Instruction,
Tallahassee, Florida.

Dear Sir:

Availing myself of the opportunity offered by you, I take pleasure in submitting the following general report touching some of the educational achievements made in Putnam County since my last bi-ennial report, June 30, 1918.

TEACHERS.—During the bi-ennium ending June 30, 1920, we have experienced great difficulty in securing a sufficient number of competent teachers with proper certificates. We have consolidated many rural schools and created central schools for the several communities, placing Ford trucks at convenient places to accommodate those too far from the Central school. By this means teachers were offered an incentive over the "out of the way," one teacher school. This of course is not as cheap for the county but is worth a great deal more to the pupils. We select, for drivers of these trucks, reliable advanced pupils, allowing them fifty cents per day each for this work. This bus and the pupils are directly under the authority of the principal of the school at all times. Pupils reported to the principal by the driver are punished, and drivers reported to the Board by the principal, are punished by removal.

SALARIES.—The minimum salary paid in the High School is $145 per month, and the maximum salary, according to training and experience. It was almost impossible to fill all our High School positions this year with qualified teachers. We are unable to pay good teachers what they are worth, but have increased salaries to try to give them a living wage, until at present our salary budget nearly covers our entire share of the county taxes, the Board levying the ten mills allowed.

The following scale has been adopted by the Board and all teachers are paid accordingly.

Minimum salaries for white teachers as follows:

Second grade Certificates, per month	$ 75.00
First grade Certificates, per month	80.00
First grade Life Certificates, per month	85.00

Primary Certificates, per month	85.00
Primary Life Certificates, per month	90.00
State Graduate Certificates, per month	95.00
State Certificates, per month	100.00
State Life Certificates, per month	110.00

Added to as follows:

Experience: 1st year's, $3.00 per month.
2nd year's, $2.00 per month.
Next ten years, $1.00 per month for each year.

Training: $5.00 per month for attendance in Summer School preceding summer, and $1.00 per month for each preceding that.

Degrees: Bachelor's degree, $5 to $10 per month, according to work and school.
Masters, $25 to $50 as above.

Special Certificates, $1.00 per month more for each subject covered.

Principalships, $10 for one assistant, and $5 for each additional assistant.

NEW BUILDINGS.—We have completed the $125,000 building for Palatka, but have not erected any other buildings during this bi-ennium on account of cost of building material and labor, as well as the scarcity of general funds, and condition of the bond markets.

TRANSPORTATION.—We allow fifteen cents per day for pupils living three miles from the school, and not transported in a county bus. Another year this allowance will be made to pupils under twelve years of age only. We also allow six cents per mile one way for High School pupils living over three miles from the High School, until this amount reaches $1.00 per day, which is the maximum allowance. The High Schools are financed from the general fund, thus with the transportation allowed, every pupil of the county above the eighth grade, is given equal rights to attend, and as near as possible the same advantages of a High School. Our High School attendance has increased from 60 as reported two years ago, to 120 this year.

RURAL SUPERVISION.—Miss S. H. Bard is the authorized County Rural School Supervisor. For the past two years we have given a great deal of attention to this phase of the work in this county. Inexperienced teachers find ready assistance from Miss Bard, who has, herself, had several years of successful experience in teaching and classifying rural schools. Miss Bard has charge of the County Uniform examinations in the 7th and 8th grades of the entire county and at the close of each school, grades every pupil in these grades. She also makes it her business to see that the Course of Study is followed.

ATTENDANCE.—We were glad of an opportunity, and have made an effort, to comply with the Compulsory Attendance Law of 1919, and have found, with but few exceptions, a remedy for patrons who have heretofore insisted on keeping their children out of school. Our average attendance has been increased about fifteen per cent. Miss S. H. Bard is also Attendance Officer for this county and has had to prosecute several cases. In every instance the offenders have been fined, or sent to reform school.

Respectfully submitted,

C. H. PRICE,

Superintendent Public Instruction, Putnam County.

ST. JOHNS COUNTY.

Hon. D. D. Corbett, County Superintendent.

No report received from this county.

SAINT LUCIE COUNTY.

Hon. W. N. Sheats,
State Superintendent Public Instruction,
Tallahassee, Florida.

Dear Sir:

I herewith submit a brief report of the schools of Saint Lucie County.

NEW BUILDINGS.—During the past two years we have erected two new buildings: the one at Vero at a cost of forty-

one thousand dollars, well located in a convenient section of the city, on an eight-acre tract of land, giving ample room for play grounds and such additions as will be needed to the present building or additional buildings. The sub-tax district bonded to the amount of twenty-five thousand dollars, which sum was deemed sufficient at the time of bonding (four years ago); but Government restrictions in building, followed by advances in cost of construction, made it necessary to add to this amount the sum of sixteen thousand dollars from the general fund. This, a brick building, eight class rooms and auditorium, is well arranged and modern in every respect.

The second is a three-room rural school building, well fitted to fill all the requirements of the community, both buildings supplied with running artesian water and septic tanks.

DRINKING WATER.—The Board in this county is making special efforts to get away from the surface well and thus supply the school children with pure drinking water. We have six of our rural schools supplied with flowing artesian wells located on the school property and these with other schools where water is piped from adjoining wells give to about 80% of the school children as near pure water as it is possible to supply in this section.

CONSOLIDATED SCHOOLS.—The Saint Lucie County Board has continued its policy of consolidation. Have vacated or closed six rural schools during the past two years and avoided building two more. Have consolidated several at a slight saving in cost, but the only feature worth consideration is the increase in interest and efficiency of the schools. Contrary to the arguments most often advanced by the opponents of consolidation, it stimulates the interest in school affairs and decidedly benefits the community in every way. Rarely do we find an individual who would go back to the old way, and never a community as a whole.

SPECIAL TAX DISTRICTS.—We have twelve tax districts in the county, all territory in the county included. Not a single district has voted less than the maximum millage in the past eight years. The money is to extend the term and in such ways as seems best to the trustees and the county board. Two of these districts have bonded for $25,000 each and a third for twelve thousand. Other bonds will be voted on in the near future.

HIGH SCHOOLS.—The number of students in the high schools is showing a good healthy growth both in numbers enrolled and number in graduating classes. In the Saint Lucie County high school we have added a Domestic Science and Art department; have it well equipped with all needed furniture, sewing machines, etc. It is already popular and a pride of the school.

TEACHERS.—We have with one exception, a short summer term, been able to supply our schools with teachers. It has been necessary to postpone opening dates several times, which was no serious inconvenience. We have also maintained our former standard of qualifications for teachers but have not made the advance here that we should, neither were we compelled to use more than an ordinary number of beginners. We did find it necessary to persuade teachers who had left the profession several years before to return, and in all cases were most fortunate in getting good results. Lack of experience is the one large drawback in the teaching force. Too many people, seemingly children, try to, or do use the school room for a stepping stone or waiting place until they find their life's work. We have raised the salaries to the limit of our ability at present, but do not seem able to retain teachers in the school room, or what is more important still, have them prepare before entering the profession. It is in this we hope to see the greatest advance in the near future.

Very truly yours,
E. E. SMITH,
County Superintendent.

SANTA ROSA COUNTY.

Hon. W. N. Sheats,
State Superintendent Public Instruction,
Tallahassee, Florida.

Dear Sir:

In compliance with your request, I herewith beg to submit to you the following report of the conditions of the schools of Santa Rosa County. As you well know, I have been filling out an unexpired term, and have only been in office a little more

than five months, and am therefore not fully conversant with the conditions of the schools prior to that time only through the office records.

HIGH SCHOOLS.—We have three schools in Santa Rosa County doing high school work; viz., Milton school, with an enrollment of 550 pupils, of which 120 are doing high school work. Jay, with an enrollment of 210 pupils, of whom 10 are doing work above the eighth grade; and Munson, with an enrollment of 101, four of whom are in the high school department.

The Milton High School measures up to all the requirements of the State Board and is therefore an accredited Senior High School. There are four teachers in the High School Department and all doing excellent work.

We have an excellent library in all the schools that are doing high school work in the county. It is our aim to make Milton High School the one Senior County High School and have three other Junior High Schools located at Jay, Munson and Allenton.

TEACHERS.—We have an excellent body of teachers in Santa Rosa County, who are all doing very good work. I am highly pleased with the work of the majority of our teachers, yet there are some who are inefficient and, of course, are not able to do the best work.

We have had great difficulty in securing teachers for all our schools, but by using a few with temporary certificates we have been able to supply the schools for whites and most of the negro schools.

SPECIAL TAX SCHOOL DISTRICTS.—There are ten special tax school districts in Santa Rosa County at the present time, and three more that are being formed will be shown in the next report. There are twelve white schools receiving the benefit of the three extra mills of these districts. Every special tax district in our county carries the maximum levy and I believe would be glad to increase the maximum to ten mills instead of the present millage.

TEACHERS' INSTITUTES.—For the last two years there have been no teachers' associations of any kind in our county, although we are planning to have a Teachers' Institute about the first of September, 1921. It is our intention to secure for this Institute some of the leading educators of the State to

address our teachers on different subjects pertaining to their work in the school room.

BONDING DISTRICTS.—We have had but two districts in Santa Rosa County to vote bonds, viz., Milton Special Tax District No. 1 has a bond issue of $20,000, with which $20,000 from the general school fund was placed and used for the purpose of building the Milton County High and Graded School building, a structure that ranks among the best in West Florida. Special Tax School Districts Nos. 4 and 10 have consolidated and voted a bond issue of $8,000. These bonds have not been sold yet, but we expect to sell them at an early date, the returns to be used for the erection of an eight-room building within the boundaries of the district.

COMPULSORY ATTENDANCE LAW.—We have found the Compulsory Attendance Law to be a great aid in increasing the attendance of our schools, although we have yet not been able to carry it out according to our best wishes.

At the beginning of this scholastic year our county was divided into three districts, the same as the School Board Districts, and the Board member from each district appointed an attendance officer to take care of the schools in his district. This plan has worked very well, but I believe there is yet a better means of carrying out the law than we have yet put into effect. It is our plan to appropriate enough money another year to have one county officer to take care of the entire county and to work in connection with the County Superintendent.

SUMMER SCHOOLS.—A summer school for teachers and prospective teachers was held at Jay for six weeks during the months of last May and June, and I feel sure that it was instrumental in helping supply our schools with teachers during this scholastic year.

We intend holding another summer school at Jay this coming spring and expect a very large attendance, as we are going to supplement the teachers' salaries who attend either the State or county summer school, five dollars per month.

COMPARATIVE EFFICIENCY OF RURAL AND TOWN SCHOOLS.—We have tried to keep the rural schools graded and up to the standard, giving to the country pupils the same rights, privileges and advantages that the pupils of the towns enjoy,

and make it possible for a boy or girl to obtain a good common school education living at home on the farm.

The old school buildings of the country have in most places been torn down and replaced by modern, up-to-date buildings, equipped with patent single desks, charts, maps and globes and in most schools have been placed excellent libraries. With all these advantages the country child is able to make in most cases the same advancement in school work as the child in the town.

It is our plan to encourage every district to bond and build their own buildings, leaving the entire general fund of the county for the salaries of the teachers and the lengthening of the school term.

It is my pleasure to work for the educational interests of the State and county and help raise our standards to rank among the highest.

Respectfully submitted,
R. B. HOBBS,
County Superintendent.

SEMINOLE COUNTY.

Hon. W. N. Sheats,
State Superintendent Public Instruction,
Tallahassee, Florida.

Dear Sir:

I hand you herewith the bi-ennial report of Seminole County schools for the two years ending June 30, 1920.

TEACHERS.—Seminole County has been very fortunate in securing the services of well-prepared teachers for most schools, in spite of the deplorably inadequate salaries paid. Especially is this true of the white schools, and the colored city schools. The rural colored schools, however, have had to be supplied in many instances with teachers far below the standard to which we aspire. There is little inducement for teachers to spend time and money preparing for such a poorly paid profession. There are employed in this county at present seventy-seven teachers, forty-seven white and thirty colored, taking care of an enrollment of two thousand, three hundred pupils.

WHITE SCHOOLS.—The largest school of the county is the Sanford High School, with an enrollment of something over nine hundred pupils. Prof. Claude S. Ogilvie, an A. B. graduate of the University of Florida, is now serving his second year as principal of the Sanford school. He has the hearty support and co-operation of practically every patron of the school. Naturally, this school is doing excellent work, and stands high among similar institutions in the State. Last year there was added to the academic courses a course in commercial studies. Seven new typewriters were purchased and installed, and are in constant use. This is becoming one of the most popular courses in the school, and is preparing many of the boys and girls to take positions as stenographers and typists during the summer months, thus earning money to help them continue their education in colleges.

The school at Oviedo, while too small to be on the accredited State list, is doing full four-year high school work, and its graduates have no difficulty in gaining admission to the standard colleges of this and other states. Mrs. Anita K. Crawford, graduate of Bessie Tift College, Forsyth, Georgia, is principal of the Oviedo school, and is assisted by her sister, Miss Nell King, and by Mrs. J. N. Thompson.

Prof. M. E. Dooley has been re-appointed as principal of the Geneva school, and his school is one of the best rural schools in the State. Two years of high school work is being done in this school.

Prof. J. Tilden Jacobs is serving his third year as principal of the Lake Monroe school, and is making a wonderful success of the work. A fifteen thousand dollar school building has been erected since Prof. Jacobs began his work there, and the citizens of the town are heartily interested in the cause of education, due very much to the untiring efforts of the principal. Lake Monroe school is always among the winners of first prizes at the Mid-Winter Exposition at Orlando. The money received as prizes for last year's exhibits has been utilized in establishing a school library.

The Longwood school is progressing under the guiding hand of Prof. J. M. Chaffer, formerly principal of the Geneva school, and a teacher of many years of service in the public schools of Florida. Two years of high school work is being done at Longwood.

Mrs. Estelle Tribble and daughter, Mary Tribble, served the Chuluota school for two years and built up the school in many respects. Enthusiasm was the keynote during the principalship of Mrs. Tribble. After the resignation of Mrs. Tribble, Prof. W. L. Sieg and wife were appointed as teachers of the school, and are making excellent progress. This school is also doing some high school work. Altamonte Springs, Lake Mary, Paola and Osceola schools, all one-teacher schools, have exceptionally good teachers, and are making progress.

COLORED SCHOOLS.— Hopper Academy, at Sanford, the only colored High School in the county, is under the direction of Principal J. N. Crooms, who has been with the school for fifteen years, and continues to keep the work up to a high standard. Orange Academy, at Oviedo, with Prof. S. E. Monroe as principal, is doing excellent work. The majority of the other eleven colored schools of the county have fairly good teachers, and their enrollments are continually increasing.

SPECIAL TAX DISTRICTS.—There are six special tax school districts in Seminole County, all levying, with one exception, the maximum millage allowed under the Florida laws. The annual receipts for the six districts amount to $11,450, which is expended for janitors, repairs, incidentals, and to supplement the teachers' salaries. Every school in the county, with the exception of one colored school, is within a special tax school district.

BONDING DISTRICTS.—Sanford Special Tax District No. 1, and Lake Monroe Special Tax District No. 6, are the only bonded school districts of the county. Sanford is bonded for $100,000, and Lake Monroe for $15,000. The proceeds of all bonds having been expended for the acquisition, improvement, and erection of school buildings, and furnishing of same. A balance of $9,768 still remains in District No. 1, to be used in erecting a new colored school building within the district, and for the improvement of the other buildings in the Sanford school district.

TRANSPORTATION.—Something over three hundred pupils per day are being transported to the larger schools of the county, at a cost of about four dollars per month per pupil. This has become a serious problem in our finances, and it is possible that some of this transportation will of necessity be eliminated in another year. While the Board recognizes the

superiority of the larger schools over smaller rural schools, still unless other sources of revenue can be devised, some rural schools must be re-established in the near future.

FINANCES.—During the bi-ennium closing June 30, 1920, Seminole County has expended in the operation of its schools, exclusive of bond funds, the sum of $111,833.26. Of this amount $73,037.20 was paid for salaries of teachers, and $12,928.65 for transportation of pupils. The several banks of the county at present hold notes against the School Board in the sum of $8,000. This indebtedness, however, will be greatly reduced after the collection of taxes for the year 1920.

CONCLUSION.—There is perfect harmony existing among the several Boards of Trustees, the Board of Public Instruction and the County Superintendent. All realize the seriousness of the educational problem in the county, and the difficulty of maintaining a high standard in the schools with the inadequate revenues at hand, and are working carefully, prayerfully and hopefully for the advancement of the cause of education in Seminole County, for the preparation of our children to be useful and worthy citizens of our State and nation.

Respectfully submitted,

T. W. LAWTON,
County Superintendent.

SUMTER COUNTY.

Hon. G. H. Tompkins, County Superintendent.

No report received from this county.

SUWANNEE COUNTY.

Hon. J. W. O'Hara, County Superintendent.

No report received from this county.

TAYLOR COUNTY.

Hon. F. S. Jackson, County Superintendent.

No report received from this county.

VOLUSIA COUNTY.

Hon. W. N. Sheats,
State Superintendent Public Instruction,
Tallahassee, Florida.

Dear Sir:

Complying with your request of November 22, I beg to submit the following report on the educational activities in Volusia County during the last bi-ennium.

NEW BUILDINGS.—Due to conditions caused by the World War our building program was almost at a standstill for a period of eighteen months. When the Government ban was finally raised on the marketing of building securities, prices on building materials were found to be almost prohibitive; consequently the question of providing adequate buildings for our constantly increasing population became a puzzle to county school officials. The following new buildings have been erected during the last two years:

1 room addition to Oak Hill Grammar School	$ 671
9 room consolidated Senior Rural High School, Barberville	18,274
6 room Grammar School building, Osteen	10,000
10 room fire-proof Grammar School building, Ormond	40,000
10 room Primary School building, DeLand	30,000

(Note: The last two on the list are at this time incomplete. It is expected, however, that both will be ready for occupancy during the early part of 1921.)

In the construction of new buildings every law of hygiene has been carefully observed, buildings designed to meet the latest improved lighting and ventilation regulations, inside color scheme, and fire protection, sanitary requirements, etc. In each case plans and specifications were submitted to the State Board of Architects for approval.

REPAIRS.—When our building program was started several years ago, the scheme contemplated a gradual decrease in the annual cost of repairs by the erection of buildings as would require small expenditures for this item. On the other hand, it is readily understood that with as many rural frame

buildings we have to keep up, the item of repairs is by no means small. During the time for which this report is made every building in the county in a regularly organized school district has been thoroughly repaired and painted, at a cost of $12,125 for white schools, and $1,173 for colored schools. All buildings have been painted a uniform color, and a majority given an approved inside color scheme.

FURNITURE AND EQUIPMENT.—Every regular school in the county is now amply equipped with patent furniture, teachers' desks and chairs, maps, globes, charts, dictionaries, and with few exceptions, graded libraries. All High Schools, of course, are provided with ample High School libraries, and with Science Laboratories.

SPECIAL TAX SCHOOL DISTRICTS.—At present there are 27 regular, and 2 temporary white schools, and 13 regular and 8 temporary colored schools, making a total of 50 schools now being operated in Volusia County. There are 22 special tax school districts, one less than shown by my last report, decrease due to consolidation of two districts. These 22 districts include 22 out of 29 white schools, and 13 out of 21 colored schools. The total taxable property within the 22 districts, according to the present basis of assessment, is $12,477,000, assessed at 3 mills, returns in district taxes $37,431.

INTEREST AND SINKING FUND.—Our seven bonded districts have an aggregate sum of $61,165.28 on deposit for the retirement of bonds at maturity; three-fourths of which amount is drawing 4 per cent interest, while one-fourth yields 2 per cent interest. Two of the seven bonded districts have an aggregate of $30,782.03, derived from sale of bonds for building purposes; buildings for which these funds were raised being incomplete on December 1, 1920. The annual income from the five mill bond tax in seven bonded districts amounts to $34,137.

HIGH SCHOOLS.—We feel proud of the fact that 100 per cent of our High Schools, numbering five Senior and one Junior, were placed on the State's list of Accredited High Schools during the 1919-20 school term; and four of our Senior High Schools claim places on the Southern Association list of Accredited High Schools. Each and every school referred to herein will attempt to hold its recognized place during the current year.

Our Senior High Schools are located at DeLand, Daytona, New Smyrna, Daytona Beach, and Barberville. With the exception of the last named, all of these schools are fireproof, or semi-fireproof buildings erected during the last few years at an aggregate cost of $255,000. A total of thirty-eight teachers doing High School work exclusively are employed in these five schools, at a cost of $5,465 per school month for salaries alone, or an average salary of $144 per month. In addition to regular High School subjects these schools offer work in the Modern Languages, Domestic Science and Art, Manual Training and Iron Work, Mechanical Drawing, Blue Printing and Blue Print Reading, Designing, etc., Public School Music, and Instrumental Music.

Three of the High Schools mentioned above, viz., DeLand, Daytona and New Smyrna, not only provide facilities for the town population, but great numbers of country boys and girls as well, who reach these schools by means of free transportation provided by the County School Board. We believe that we are succeeding in our effort to impress upon the minds of our young men and young women the need for a finished education. We believe that a larger percentage of our students are finishing High School, and that the number entering college each year increases over the number of the year before.

CONSOLIDATED RURAL SENIOR HIGH SCHOOL.—One of the High Schools mentioned in the above paragraph is one of the prize schools of the county, in that it is a fully accredited High School, situated 16 miles out in the country. This school is provided with a modern frame building of 9 rooms; building equipped with electric lights, running water afforded by a plant owned by the school, sanitary toilets, science laboratory, library, teachers' rest-room, principal's office, etc. This plant owns ten acres of splendid land suited for agricultural purposes. It is our scheme to develop at this point an Agricultural Training School within the near future. Five teachers are employed, three High School, and two Grammar School. The total enrollment at present is less than 100, in proportion of 60 in High School, and 40 in the grades. The academic pupils attending this school are transported from Seville, 14 miles; Pierson, 6 miles; Clifton, 14 miles; Volusia and Astor, 7 miles; and Emporia, 4 miles; while of course, both High School and Grammar School pupils of Barberville, at which point the

school is located, attend this school. The School Board owns and operates three school buses of twenty to twenty-five passenger capacity, in connection with this plant. The morning assembly hour occurs at 9 o'clock, thus giving pupils of the distant places ample time to arrive. The pupils enrolled in this school are all country boys and girls, and but for the opportunity here afforded they would never have entered High School. In the formation of the plans for this plant, and in the execution of the same, the writer and the County School Board met with much opposition, more on account of the contention over the location of the school than anything else. However, the plan was successfully put through, and the school is a real pride and a pleasure to all who have an interest in rural education. Prof. T. J. McBeath is now serving his second term as principal. While he doubtless has many faults, as do all school men, yet we appreciate in him the vision he has for the rural community, and his native ability to do things which it seems no other principal in similar circumstances has ever accomplished in that section. In passing through, drop in and visit Central High School at Barberville, and look into the eyes of sixty of the most earnest, responsive country boys and girls you ever met.

The grounds, building, equipment, buses, etc., were provided by the School Board at a total cost of $18,274. Being unable to spare this amount out of the general school fund at one time, a special measure was passed through the 1919 Legislature authorizing the Board to issue 6 per cent interest bearing warrants maturing $5,000 per annum beginning July 1, 1920, to cover the cost of this building, and other needed rural school improvements, together with the liquidation of a certain amount of floating indebtedness against three of our city school districts. At the present time, the school buses serving this school travel over the very worst kind of sand and mud roads, but seldom fail to arrive on time. Work is now going on in the construction of a $400,000 hard-surfaced highway between DeLand and Seville, thence to Palatka. This school being situated right on this highway, we prophesy that in the course of five years the size of the school plant at this point will necessarily be doubled.

CONSOLIDATION AND TRANSPORTATION.—Consolidation and transportation is the only effective means of raising the stand-

ards of rural schools. Even city schools are rendered more effective by means of transportation of pupils from nearby country communities and villages. During the period for which this report is made, several consolidations have taken place. At present Volusia County is operating fifteen school transportation buses, serving twenty-five schools, and transporting three hundred children at an annual cost of $12,000. While this cost may seem large with the number transported, yet it represents at least eighteen schools, which have in the past been abolished, and which would be in operation were it not for transportation, and at a cost of from $1,000 to $1,800 each per annum, not including the cost of buildings, repairs, insurance, furniture, fuel, and other necessary running expenses, whereas the pupils from these communities are placed in the various departments of the city and consolidated schools with the employment of a very few additional teachers.

The best method of effecting consolidation, according to my experience, is the presentation of the facts to the people concerned, showing the advantages offered by the city or consolidated district school over the one-teacher rural school. It can be shown that these increased advantages may be provided for practically the same, and in many instances for less money than would be necessarily expended for the operating of small one-teacher rural schools capable of doing anything like acceptable work. As our program of state highways is completed, the school system of Florida will naturally grow more efficient and effective through this means of improvement. Hard roads will greatly reduce the cost of transportation, as will also be reduced the hardship upon those being transported at present over unimproved roads; hence consolidation in the future will be more easily effected than in the past. This county at present transports many grammar school children 14 miles, and some high school children 20 miles. At first this seemed a hardship upon both parents and pupils, yet at the present time those concerned would not for anything go back to the old plan of country schools.

METHODS OF TRANSPORTATION.—This county transports both by buses owned and operated by the County School Board and by contracts let upon a competitive basis. Both methods are good, but to the mind of the writer, where the county

owns the conveyance there is less trouble and friction. On the other hand, the contract method seems to be a little less expensive. Buses owned by the county are of one-ton capacity, provided with extension body, fully equipped to provide every comfort that could possibly be expected with the present conditions of our country roads. These comforts cannot always be secured in letting contracts on a competitive basis.

COMPULSORY ATTENDANCE.—Volusia County has made every possible effort to carry into effect the State Compulsory Attendance Law. An attendance officer is employed for ten months at a cost of $1,750, he paying his own office and traveling expenses. During the past two years, many hundreds of truancy cases have been handled by this officer, but due to certain defects the purposes for which the law was enacted are virtually killed. For instance: a pupil may be absent on Monday, Tuesday, Wednesday, Thursday and Friday of one week, and while the attendance officer may know of the pupil's absence, yet he can do nothing until the principal's report is received on Friday of that week. The pupil has been out one day more during the week than the law allows for the entire month. Upon receipt of the principal's report, if a lawful reason is not given for absence, the attendance officer must file written notice with the parent of the truant requiring him to file with the attendance officer a written lawful reason for the pupil's absence. For this exchange of letters at least four days are necessary, making nine days the pupil has been out. At the end of the four days, the attendance officer receives reply without satisfactory evidence of lawful absence; he then proceeds with the prosecution, requiring from two days to two months, depending upon the movement of the courts, and then when the case has been tried, our experience has been that the fines of the majority of the violators are suspended on payment of cost; while the fines upon the remaining few average about $1.50. For illustration: a parent needs, or thinks he needs, his boy to work. He keeps him out of school for the time mentioned above, say ten days; he is fined $1.50, and cost amounts to $5.00; a total fine of $6.50. Had the boy been in school, this man would have paid $30 at least to have the work done, that the boy did during the ten days. Another defect: the Compulsory Law provides that a truant may upon certain conditions be

committed to the State Industrial School for the remainder of the school term. Such a truant is committed, we will say, for six months; the Superintendent of the State Industrial School, we are informed, refuses to accept such a commitment for less than two years' time, and as a result the truant is turned loose with a feeling of utter disregard for law. Summing it all up, in my mind the Compulsory law is all right to talk about, it is good for those who go to school anyway, and is but little hindrance for those who wish to stay out of school. The writer sincerely hopes that this law will be amended, and thus be made effective, or be repealed entirely.

TEACHERS' SALARIES AND ATTENDANCE.—There has been so much agitation over the question of teachers' salaries I hesitate to mention the subject in this report. Suffice it to say, however, that we have at present 200 teachers employed in the permanent schools of the county, and the raise in salaries for the current year will average 33%. The total amount to be paid to teachers during the current year will amount to something like $140,000, and even with this, the best the county could possibly do, salaries are inadequate. It occurs to the writer that Florida must take some step, immediately, to provide adequate salaries for our teachers. The tax income in the average county in Florida is at present insufficient to afford living salaries, hence if our schools are to grow in standards and efficiency, funds must be made available for the payment of our teachers, otherwise those who are prepared to successfully teach school will be forced out of the profession in order to make a living. The Smith-Towner bill offers one solution; the writer therefore suggests that all friends of education lend their influence to the passage of this measure.

During the school term, 1919-20, 38 states and 5 nations were represented through the enrollment in the schools of Volusia County. It is of course known to be a fact that the East Coast counties of Florida accommodate more tourist children than any other section of the State. Facilities in Volusia County are offered to our Northern visitors without cost to them, tuition fees being waived. While I am not using space and time to give you a list of comparative figures of the present and past enrollment, will state that it is estimated that the total enrollment of 1920-21 will exceed the enrollment of

1919-20 by 1,000 pupils, although there has been no decided increase in the number of teachers employed for the current year.

SCHOOL SANITATION.—We are giving much attention to school sanitation. During the last year, every country and village school in the county, except six, were given places on the State list of Accredited Rural Schools, in which plan sanitation is particularly stressed. There are but few schools now in use in the county, which do not conform to the latest approved plans of architecture and design, with especial attention given to heat, light, ventilation, etc. The exceptions mentioned are temporary schools. With few exceptions, all schools are equipped with chemical sanitary toilet systems, which are working very satisfactorily. Much stress is placed upon the care and neatness of the school room, and the school plant as a whole. The child makes the school his home for much of the time during eight months of the year. Unless its general plan and construction, and the manner in which it is kept, used and operated, provides the necessary inspirational training for the formation of the ideals essential to good citizenship, the school as a public institution will then fail to fill its mission. The time is far past when the school's only mission is to teach the basal text-books, but this public institution is taking on new life, and new responsibilities; viz., that of directing the pupil in every regard in the way in which he or she should go when mature age has been reached. The school environment should represent the future characteristics of the children we are training for future citizenship.

TEACHERS' INSTITUTES.—Two years ago two Volusia County Teachers' Associations were formed in this county, one known as the East Coast Section, membership of which is composed of teachers employed in schools on and near the east coast, the other is the West Side Section, the membership of which is composed of teachers employed in schools of the west side of the county and nearby points. Each of these sections hold bi-monthly meetings, alternating the months in order that members of one section may attend meetings of the other. Once each school year the two sections are supposed to hold joint meetings for two or three days. In these meetings, the programs are of a general nature during the morning session, but the afternoon is given over entirely to departmental,

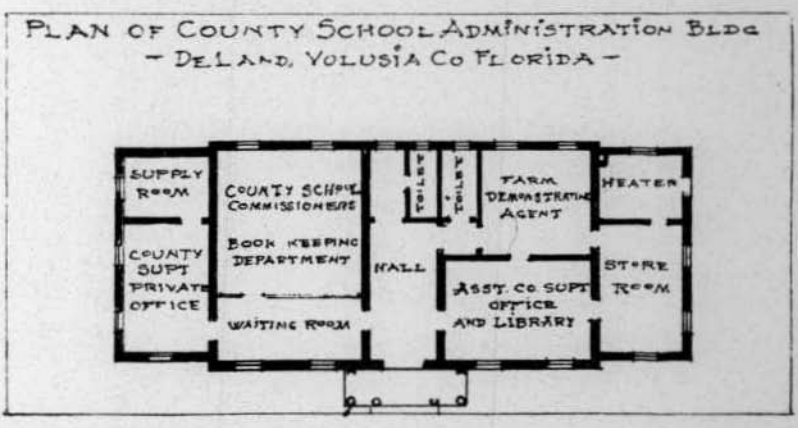
or sectional meetings in which practical school room work is done, and lectures and talks given on methods, plans, school management, play-ground supervision, general school organization, discipline, etc. The meetings are always held on Saturday, and all teachers required to attend unless excused. Justice to our teachers, however, demands a statement that very nearly 100 per cent attend with enthusiasm and interest. It is therefore needless to say that a great deal is being accomplished through these conventions.

TEACHERS' PROFESSIONAL CIRCULATING LIBRARY.—In my office we have what is known as our Professional Circulating Library, made up of about 200 of the latest and best books on Methods, etc. Upon application any book is mailed to a teacher, who may keep it for six weeks. When returned, if it has been read and a statement to that effect has been entered on the leaflet attached for the purpose, the teacher is given credit for that amount of professional reading. When any teacher has read five professional books within two school years, she is given a Professional Reading Certificate by the Board of Public Instruction. Many teachers, of course, take advantage of this opportunity, while many do not. Those who do not read professional books and current literature are generally those who need such study the most; they will naturally eliminate themselves from the profession in due course of time.

CONVERTING JAILS INTO SCHOOL PLANTS; COUNTY SCHOOL ADMINISTRATION BUILDING.—Elsewhere in this report you will notice a picture and a floor-plan of our School Administration Building located on the corner of Rich Avenue and Florida Street. This beautiful little building was at one time Volusia County's jail. Were I to tell you that our people have grown to be so good that a jail is no longer necessary, I would not expect you to believe me. I must therefore be content to give you the facts in the case. Several years ago a new and modern jail was built, leaving the old one unused, except for a store house for rubbish and worthless, worn-out machinery. Upon the suggestion of those particularly interested in education, the Board of County Commissioners in 1918 made an appropriation for the remodeling of this old eye-sore, which was in a few short months turned into a modern office building, which is an ornament to the town. The county school



County School Administration Building, Volusia County.



officials were given the privilege of arranging the floor plan. The building was completed in 1919, at a cost of something like $10,000. The grounds and building could not be duplicated today for three times that amount.

It will be noted from the floor plan that the building is given over entirely to those employed in the educational work in the county. The County Superintendent and School Board and School Board employees occupy three rooms, with the use of a large store room additional, while the County Farm Agent occupies two rooms with a store room additional. As stated

above, the building is modern in every respect, equipped with steam heat, electric lights, running water, etc. This departure from the usual way in Florida of crowding the County Superintendent into any old space which is large enough to afford room for a table and a desk, has attracted much attention throughout the country, and we have been called upon to furnish cuts and to tell the story through several of the leading educational journals, including the School Board Journal, the Progressive Teacher, and others. Of course we have reason to feel proud of this building, and the growth in public sentiment for education which it represents. Much credit is due the members of the Board of County Commissioners serving at that time, for their interest and vision of the educational developments of the county. Those composing the Board of Commissioners at that time were: Hon. C. O. Codrington, DeLand; Hon. E. M. Carpenter, Orange City; Hon. John A. Riley, Ormond; Hon. W. E. Swoope, New Smyrna; and Hon. R. J. Bishop, Bishopville.

UNIFORM TEXT BOOKS.—The purposes and intent of the Uniform Text Book Law are good, and the law would be very helpful if the prescribed books were placed on sale where our pupils could purchase them. Any number of our schools have never been fully supplied with the adopted books since the last change was made, and while this matter has been repeatedly brought to the attention of the State Depository by both the State and the County Superintendent, in each instance a very convincing promise was made that the needed books were then in transit, or would be delivered soon, yet in the face of these promises, dozens and dozens of children are without the proper books and cannot buy them at any of the local depositories. The County Superintendent has therefore about given up hope. If the State Text-book Commission would start proceedings for the forfeiture of the bond of some of the publishers and furnishers of the adopted texts, the writer believes the condition herein mentioned would immediately be remedied without further trouble.

STATE BOARD OF EXAMINERS.—I can speak only in terms of praise of the general result and effect of the creation of the State Board of Examiners and the work which this Board has been doing. The general plan is in the right direction. I sometimes think, however, that during the present critical

times when teachers are so very scarce, Section 17 might be interpreted a little more liberally.

STATE SCHOOL INSPECTORS.—If the work done by the State High School and State Rural School Inspectors in other counties has been as helpful and productive of good as resulted from the various visits made by these officials to Volusia County, the entire State is, I am sure, happy over the work of these departments. I cannot speak too highly of the general good being accomplished by both the High School and Rural School Inspectors.

NEW LAWS RECOMMENDED.—(1) The Compulsory School Attendance Law should be so amended as to enable county officials to enforce the same with the desired and needed result.

(2) The number of Rural School Inspectors should be increased, and one of these inspectors assigned to each Congressional District in the State. The salaries of both High School and Rural School Inspectors should be not less than $3,000 per annum, plus traveling expenses.

(3) The proper steps should be taken tending toward large appropriations by the Legislature to provide adequate salaries for teachers.

(4) The proper and necessary legislation should be passed to enable the State Department of Education to cooperate with the Smith-Towner bill in the event of its passage by Congress.

GENERAL STATEMENT.—So much has taken place in the educational work in this county during the last two years, it would be unfair and unwise to attempt to touch upon all the features which are important. We therefore must be content to close by stating that Volusia has been on the job during the interim, and through our schools we stand ready to prove the progress and development which we have the honor to claim. The only kick we have, is that we need more money, and the more we get, it seems, the more we need, for indeed it is true that the building of a large and effective school system is an endless chain.

Respectfully submitted,

C. R. M. SHEPPARD,
County Superintendent.

WAKULLA COUNTY.

Hon. W. N. Sheats,
State Superintendent Public Instruction,
Tallahassee, Florida.

My Dear Sir:

In compliance with your recent request for a brief summary of progress of the schools and educational activities of Wakulla County for the past two years, I take pleasure in submitting the following:

BUILDINGS.—During the past two years we have built only one school house for white pupils and at a cost of $401.50. The school buildings are adequate for the present needs with one or two exceptions. These buildings have been delayed on account of inadequate finances to build modern and up-to-date buildings. The school buildings are kept in a good state of repair and are made as attractive as possible.

HIGH SCHOOLS.—We have no standard high schools in the county, but have several which are doing such work. The Sopchoppy school could very easily qualify as a standard Junior High School and upon the completion of the necessary building and a little additional equipment it would rank high as one of the best small schools in the State. An attempt to establish a High School at Crawfordville last year was not a success, owing to the fact that the attendance and support would not justify its maintenance.

SPECIAL TAX SCHOOL DISTRICTS.—There has been one new special tax district added to our number during the past two years, making a total of seven such districts. Practically the entire county is embraced in these districts and with one exception the maximum millage is assessed. The district funds are in the very best of shape, each district being out of debt. Without the aid of these districts the efficiency of the schools of the county would be greatly impaired.

SCHOOL FINANCES.—Although teachers' salaries have been considerably increased and the school buildings kept in a good state of repair and equipped with good furniture, we have succeeded in staying out of debt. At the close of the school year 1919-20 we had a substantial balance on hand and all debts paid. It has been the policy of the Board and Superintendent to operate within their means.

The Board has been assessing the maximum millage for school purposes for several years past and it seems to meet the approval of the taxpayers to provide the funds for educational purposes.

COMPULSORY SCHOOL ATTENDANCE LAW.—I have been a firm believer in the necessity of a State-wide Compulsory School Attendance Law for many years, and the passage of such a law at the last session of the Legislature has already been a great blessing to the educational interests of the State. While the law may not be perfect, its framers and those who championed its cause deserve great credit for their untiring efforts to give the State a law which would mean opportunities to thousands of children whose education was being sadly neglected. Although the law is not popular with a good many people, it has come to stay and with a few amendments, which I will not attempt to suggest, will no doubt make it more popular and more generally observed.

Wakulla County has already received great benefits from the passage of this law. The enrollment increased from 1,127 in 1919 to 1,524 in 1920 and the average attendance from 721 to 1,108 during the same period.

The enforcement of the law has been left to three attendance officers (one for each School Board District) who were paid a combined salary of $825. This method proved very satisfactory and resulted in the general enforcement of the law with a minimum of expense and trouble.

CONSOLIDATION AND TRANSPORTATION.—Consolidation is not practical at this time in this county on account of poor roads and the fact that the country districts are very sparsely settled. The Board has tried to discourage the establishment of more schools, when it was possible for the children to reach some other school where they could possibly receive better instruction. Transportation is allowed to all children living over three miles from a school.

TEACHER SHORTAGE.—There has been a shortage of teachers for several years in this county, but we have succeeded in having all of the schools taught out on time. The time has come when a teacher with a certificate is in demand, whether they have the qualifications that we so much desire or not. There must be some relief somewhere if our schools are to be

taught by teachers who are fully competent and who can do the work that we should demand.

GENERAL INTEREST.—Our people as a rule are interested in the cause of education and are doing everything in their power with the limited means at hand to improve the schools of the county. We have been fortunate in having an experienced and agreeable School Board—one that was in full sympathy with the cause of education and willing at all times to do all in their power for the general good. Our school trustees and supervisors are as a rule interested in educational affairs and are trying to do their duty. With this co-operation on the part of school officials and the general demand for better school conditions, no doubt the future has in store much which will redound to the educational interest and prosperity of the county and State.

Yours very truly,

C. K. ALLEN,

County Superintendent Public Instruction.

WALTON COUNTY.

Hon. W. N. Sheats,
State Superintendent Public Instruction,
Tallahassee, Florida.

Dear Sir:

In compliance with your request, I submit the following brief report of conditions of the schools in Walton County for the two years ending December 31, 1920.

NEW BUILDINGS.—During the last two years there have been six new frame buildings constructed in the rural districts, five for white children and one for colored children. These buildings are well constructed, particular attention having been paid to light and ventilation. The expense to date has been two thousand eight hundred twelve dollars and twenty-five cents. This only covers about fifty per cent of the actual cost of these buildings. Through the cooperation of the public-spirited people of the communities the cost of transportation of material and the construction of the buildings has been practically nothing. Repairs to buildings have

amounted to one thousand nine hundred eleven dollars and sixty cents.

HIGH SCHOOLS.—We have one Senior High School which is on the State Accredited List. The enrollment shows a steady and natural increase. The present enrollment is five hundred and fourteen. This we consider very remarkable, taking into consideration the fact that we have two sectarian schools located in the town, offering practically the same work that we offer in the high school. In the schools in the town, including the colored school, we have about one thousand pupils in attendance. We employ eighteen teachers in the high school, including instructors in Home Economics and Music.

SPECIAL TAX DISTRICTS.—We have at present twenty-five special tax districts, which effect thirty-one schools, more than fifty per cent of all schools in the county. Receipts last year were seven thousand, two hundred forty-nine dollars and ninety-six cents. All districts are in good shape financially.

BONDED DISTRICTS.—We have two bonded districts located in the county, Bonded District No. 1, DeFuniak Springs, proceeds of which were used for the erection of a modern school building, and improvement of the grounds. Bonded District No. 2, Santa Rosa, proceeds of which were used in the construction of a modern frame building.

COMPULSORY SCHOOL ATTENDANCE LAW.—We have made an honest effort to enforce the Compulsory School Attendance Law. First we employed a local man for every school district in the county. The objection to this was that we found it a very hard matter to get an attendance officer who would report his neighbors even though they had violated the provisions contained in that act. Next we tried one officer for the entire county and found that on account of the size of the county, some sections being very sparsely populated and people constantly moving from one place to another, he did not meet with very much success in his work. At the present we are using a local man in the different school districts. The law has had a good effect and with some amendments to it in its present form, I think it will serve the purpose for which it was intended.

CONSOLIDATION OF SCHOOLS.—Consolidation of schools has been unsuccessful in most places that we have tried. On account of the great distance the people live apart in the dif-

ferent communities and the lack of good roads, we have been unable to contract for the transportation of pupils at a reasonable cost. We find it cheaper to employ a teacher in the district than to transport. The entire County Board heartily endorses consolidation, but it is absolutely essential that we have first good roads, second consolidation of special tax school districts into larger ones, and an educational campaign among the people affected.

COMPARATIVE CONDITIONS OF RURAL AND TOWN SCHOOLS.—The rural schools compare most favorably in efficiency with the city schools where equal advantages exist. Their efficiency is equal to the city schools, but they do not have equal opportunities. I find from personal observation that there are fewer failures of pupils doing high school work from the rural schools in the County High School than there are from pupils who have been continuously in the town schools. I find that the average age of the pupils from the rural schools is about two or three years greater. This is due no doubt to the unequal opportunities that the rural child has for preparing for the high school work.

Considerable progress is being made in school sanitation in the rural districts.

CLUB WORK.—A great deal of good has been accomplished through the organized effort of boys' and girls' canning and pig clubs. The encouragement given to these young folks by the County Demonstration Agent has resulted in a greater production of food stuff and a marked increase in the number of registered hogs within the county. Judging by the increased interest manifested by the farmer as well as by the youngsters in modern scientific farming, the money expended for this work has been well spent.

NEW LAWS RECOMMENDED.—I favor removing the three mill limit from special tax school districts, leaving the district free for the trustees to make an estimate for the amount of money necessary for their work, and a school assessment made accordingly, without regard to the number of mills. Second, that special tax school districts be re-established every four years instead of every two as at the present.

Yours respectfully,

J. J. KENNEDY,
County Superintendent.

WASHINGTON COUNTY.

Hon. W. N. Sheats,
State Superintendent Public Instruction,
Tallahassee, Fla.

Dear Sir:

I have the honor to submit my report for the two years ending June 30, 1920. Owing to the press of time, I have been compelled to make this report very brief.

NEW SCHOOL BUILDINGS.—During the past two years we have erected two three-room buildings, at a cost of approximately $1,200 each; three two-room buildings, at a cost of approximately $1,000 each, and one one-room building, at a cost of approximately $750. All of these buildings are supplied with cloak rooms, painted and lighted on the unitary light system. We have at this time (July, 1920) under construction two two-room buildings, one three-room building, and one one-room building, which, when completed, will cost approximately $1,000 each. The cost of these buildings is paid from the general school funds. We hope to complete the building project in this county within the next year, and have all the schools supplied with modern buildings.

REPAIRS TO BUILDINGS.—We have done quite a bit of repair work on the best of our large buildings, by making them larger, rearranging lights, and other general repair work. We have repaired some of the colored schools by adding other rooms to the buildings. We have spent for repairs to both white and colored schools, about $2,000.

SPECIAL TAX SCHOOL DISTRICTS.—We have in the past two years created five special tax school districts, making a total of twenty-five such districts in the county. In most of these special tax school districts were located two or more schools which have all been combined into one school to the district.

HIGH SCHOOLS.—This county maintains one accredited Senior High School, which is located at Chipley, our largest town, and has an enrollment of 600 pupils, of which 70 are in the High School Department. The faculty of our High School is composed of some of the best teachers in the State.

BONDING DISTRICTS.—We have two special tax school districts that have voted bonds. Special Tax School District No.

1 voted an issue of $35,000 to be used for the purpose of refunding an earlier issue of bonds which was used for the purpose of enlarging the school building at Chipley. Special Tax School District No. 2, Vernon, voted an issue of $8,000 for the purpose of building a new school building. We have not erected the building yet, but expect to before another school year begins.

COMPULSORY ATTENDANCE LAW.—I think that the Compulsory School Attendance Law was one of the best laws ever enacted by the State Legislature. We employ one attendance officer who has supervision over the entire county, and fortunate for us, we succeeded in securing a man who had had quite a bit of experience in school work, and is wide awake along educational lines and consequently we have had very little trouble in enforcing the law. Before the Compulsory Attendance Law went into effect, we had quite a lot of trouble in keeping up the attendance for the full term of school; since then, however, the attendance is good for the entire term of school, averaging from 80 to 90 per cent of the enrollment.

CONSOLIDATION OF SCHOOLS.—We have consolidated quite a number of schools by combining two or more schools into a special tax school district. In this way we have eliminated five one-teacher schools and established two-teacher schools instead, thus reducing the number of schools in the county five. We are transporting the pupils of a one-teacher school to the Chipley High School with good results. We have transported them for two terms and I feel that it is a success in every respect. It cost about $100 per month to transport the school, which had an enrollment of about fifty pupils. We expect to try the transportation system out in other schools next year.

STATE COURSE OF STUDY.—I have studied the State Course of Study very carefully and heartily endorse it. I find that it is especially helpful to the young, inexperienced teacher, and gives lots of real good suggestions in School Sanitation, Vocational Education and many others.

STATE RURAL SCHOOL INSPECTORS.—We had with us this year State Rural School Inspector, Hon. R. L. Turner, who spent two days with us and visited five schools. I find that the work he did in the way of assisting the teachers in their

classification and suggestions along other lines was quite helpful. As to myself personally, those two days I spent with Mr. Turner were very pleasant days, and he did and said a number of things that have helped me very materially in my school work.

SCHOOL LIBRARIES.—We have in a number of our larger rural schools good libraries of about three hundred volumes each which are being used to good advantage. These libraries were bought by the district on yearly payments.

SCHOOL BOARDS.—Our county has been very fortunate in securing the services of three good men as Board members. These men are all good business men and are very much interested in the cause of education. Two of these were re-elected for another term.

SCHOOLS.—We reported for the year 1919-1920 40 white schools and 13 colored schools, with an enrollment of 2,604 white pupils and 917 colored pupils; a total enrollment of 3,521 pupils. Of the 40 white schools, we have one Senior High School employing 17 teachers; one school employing five teachers; two schools employing four teachers each; three schools employing three teachers each; eight schools employing two teachers each; the rest are one-teacher schools. We expect, however, to combine some of these in the near future.

Very respectfully submitted,

JAMES T. HIGHTOWER,
County Superintendent.

CHAPTER XIV.

STATE CONFERENCE OF COUNTY SUPERINTENDENTS, MEMBERS OF BOARDS OF PUBLIC INSTRUCTION, SCHOOL TRUSTEES AND HIGH SCHOOL PRINCIPALS, AT LIVE OAK, FLORIDA, FEBRUARY 15-18, 1921.

It will be noticed that this chapter deals with events occurring after the close of the two-year period for which this Bi-ennial Report is made. I include these matters for the reason that the addresses of the members of the recent conference give us their expression upon many vital and important educational subjects of the day. The gentlemen who have discussed these subjects represent almost every county of the State. They are fresh from active school work in their various fields. They understand the needs of the school of to-day and are able to make recommendations for such laws and such changes of laws as will greatly benefit the public schools of the State. The views and principles which they have expressed are based upon experience, and are, therefore, worthy of the highest consideration by legislators and the public generally. Space in my Bi-ennial Report permits me to publish only a part of some of the addresses. I have attempted, however, to publish the most vital and instructive parts of all of them.

COMPLETE PROGRAMME.

TUESDAY, FEBRUARY 15, 1921.

(All Sessions Held in the Court House.)

9:30 A. M.—Invocation.....Rev. W. A. Myres.

PRELIMINARY EXERCISES.

I. CONSOLIDATION OF SCHOOLS:

(a) Advantages of It.....Supt. T. W. Lawton.

(b) Difficulties to Be Overcome.....Supt. A. S. Edwards.

(c) Relative Efficiency of a One-Teacher and a Consolidated School Supt. C. H. Price.
(d) Relation of the Transportation Problem to Successful Consolidation Supt. J. A. Holmes.
(e) Needed Legislation Supt. W. T. Cash.
Discussion opened by Supt. C. R. M. Sheppard.
Continued by Volunteers.

3:00 P. M.—

II. *Compulsory School Attendance:*

(a) Sentiment of the Public in Relation to the Law— Supt. E. R. Simmons.
(b) Sentiment of School Officials Relative to the Law— Supt. P. G. Shaver.
(c) What Should Be Done with a School Official Advising Non-Enforcement of the Law? ... Hon. J. H. Sandlin.
(d) Is the Present Law Enforcible? Supt. D. H. Moore.
(e) Experiences Under the Present Law ... Supt. J. E. Knight.
(f) Needed Amendments to the Law Supt. R. S. Blanton.
Discussion opened by Supt. B. D. Gullett.
Continued by Volunteers.

8:00 P. M.—

The Aim and Work of Extension Divisions— State Director B. C. Riley.

The Duty of Knowing and Enforcing School Laws— State Supt. W. N. Sheats.

WEDNESDAY, FEBRUARY 16, 1921.

9:30 A. M.—Invocation Rev. F. G. Lavender.

III. *School Finances:*

(a) Inadequate Funds or Bad Management, Which the More Fruitful Cause of Present Financial Difficulties Supt. C. H. Gray.
(b) Present Deficit in Funds, How Best Met .. Supt. W. T. Cash.
(c) Temporary Financial Relief, How Obtainable Most Quickly Supt. D. D. Corbett.
(d) Is It Advisable to Advocate Now the Raising of the Ten-Mill Levy? Supt. Miss Agnes Ballard.
(e) Would a Ten-Mill District Tax Meet with Public Approval? Supt. J. S. Rickards.

(f) Needful Suggested Legislation....Supt. C. R. M. Sheppard.
Discussion opened by.....Supt. F. A. Hathaway.
Continued by Volunteers.

3:00 P. M.—

IV. *Teachers' Examinations:*

(a) Comparative Merits of the Present and the Former System.....Supt. Chas. M. Fisher.
(b) Is the Standard of Teachers Being Raised or Lowered?.....Prin. R. M. Evans.
(c) An Ideal System for the Examination and Certification of Teachers.....Prin. P. H. Hensley.
(d) Needful Legislation for the Improvement of the System.....Hon. M. R. Hinson.
Discussion opened by.....Miss Clem Hampton.
Continued by Volunteers.

V. *City Superintendents of Schools:*

(a) Difficulties of Adjusting Their Functions in a County Unit System.....Prin. J. H. Workman.
(b) Are Their Salaries for Service Rendered in Harmony with Those of Other Educators?..Supt. F. S. Hartsfield.
(c) Should Such Positions Be Recognized Until Created by Law?.....Supt. C. E. Yowell.
(d) Being Now Without Legal Recognition, What Authority Should Create Them and Prescribe Their Duties and Limitations?.....Prin. G. M. Lynch.
Discussion opened by.....Supt. F. A. Hathaway.
Continued by Volunteers.

8:00 P. M.—

What Should Be the Minimum College Entrance and Graduation Requirements for Persons Preparing to Teach?.....Dr. E. Conradi.
The Relation of Institutions for Higher Education to the Public Schools of the State.....Dr. A. A. Murphree.

THURSDAY, FEBRUARY 17, 1921.

VI. *Pensions for Teachers:*

9:30 A. M.—Invocation.....Rev. W. B. Parshley.
(a) Reasons Why Teachers Should Be Pensioned—
Prin. P. W. Corr.

(b) Necessary Steps to Secure Such a Law....Prof. W. A. Cate.
Discussion opened by.....Prin. H. G. Metcalfe.
Continued by Volunteers.

VII. *Negro Education:*

(a) Is Proper Encouragement and Aid Extended It by County School Officials?.....Hon. W. A. McKenzie.

(b) Needed Reforms; the Use of Co-operative Funds Now Available State Agent J. H. Brinson.
Discussion opened by.....Supt. A. B. Johnson.
Continued by Volunteers.

VIII. *Vocational Education:*

(a) The Educational Value of Vocational Schools—
Prin. H. P. Carpenter.

(b) The Vocations That Should Be Taught—
State Director T. H. Quigley.

(c) The Value of Home Economics—
State Director Miss Lucy Cushman.

(d) The Preparation of Vocational Teachers—
Prof. P. W. Fattig.
Discussion opened by.....State Director S. Philips.
Continued by Volunteers.

3:00 P. M.—

IX. *Rural Schools:*

(a) Necessary Steps for Rural School Improvement—
Supt. J. E. Knight.

(b) The Standardization of All Schools Below the Junior High.....Miss Amelia Kendall.

(c) A Special Course for Rural Teachers in the State Summer Schools....Inspector Miss Christian McDonald.

(d) Ways and Means of Retaining Efficient Teachers in Rural Schools.....Mrs. Clara A. Stypman.

(e) How Rural Communities May Help in Securing and Retaining Teachers.....Hon. F. L. Neville.

(f) District Conferences for Rural Teachers—
Supt. Jesse Montague.

(g) The Work of a County Rural School Supervisor—
Mrs. Mable Wood.

(h) Annual Convention of County School Officers—
Supt. J. J. Kennedy
Discussion opened by.....Inspector R. L. Turner.
Continued by Volunteers.

X. *County Superintendents:*

(a) Primary Duties Before Sending a Teacher to a School.....Supt. J. D. McFerron.
(b) An Outline of His Duties When Visiting a School—
Supt. C. A. Parker.
(c) Indispensable Duties Relative to School Laws, Teachers' Reports, His Own Reports, and County Finances.....Supt. J. W. Burns.
(d) Essential Qualifications for the Office....Supt. E. E. Smith.
(e) Comparative Value of His Work as Supervisor and Office Man.....Supt. C. C. Mathis.
(f) Should Eligibility for the Office Be Prescribed by Law?.....Prin. C. M. Jones.
Discussion opened by.....Prin. F. W. Buchholz.
Continued by Volunteers.

8:00 P. M.—

High School Teachers, Courses, and Standardization.....State Inspector W. S. Cawthon.
Teachers' Summer Schools, Their Present Value, and Suggestions for Their Betterment....Dean N. M. Salley.
What Teachers' Departments in the University and Women's College Should Stand For—
Dean J. W. Norman.

FRIDAY, FEBRUARY 18, 1921.

9:30 A. M.—Invocation.....Rev. Burr A. L. Bixler.

MISCELLANEOUS.

(a) The State Course of Study.....Prin. D. M. Cook.
(b) The Ward School, Its Advantages and Disadvantages.....Supt. Miss Agnes Ballard.
(c) Summer School Extension Certificates—
Supt. W. R. Terrell.
(d) Tenure of Teachers' Positions.....Prof. Sexton Johnson.
(e) Minimum Age Limit for Teachers.....Supt. T. C. Sims.
(f) Health Supervision of Pupils.....Prin. R. M. Sealey.
(g) Arguments For or Against Increasing County Boards of Public Instruction to Five Members—
Hon. Geo. B. Noble.
(h) Advisability of Uniform County Examination of Pupils.....Supt. T. W. Price.

(i) Should High Grades in Daily Recitations Exempt Pupils from Class Examinations?.....Supt. R. S. Blanton.

(j) Facts To Be Considered in Fixing Teachers' Salaries.....Hon. E. R. Wise.

Reports of Committees.

Adoption of Resolutions.

Adjournment.

P. S.—The names of all School Officials could not be placed on the programme, but every one present is invited and urged to take part in the discussions as a "volunteer."

The order of topics may be changed, any subject eliminated, or new matter introduced, by a vote of the Conference.

MINUTES.

The State Conference of County Superintendents, Other School Officers, and High School Principals was called to order by the Chairman, Supt. W. N. Sheats.

Rev. W. A. Myres was present and led in prayer.

The Conference was organized, electing Supt. C. C. Mathis as Assistant Chairman, R. L. Turner, Secretary, and Mrs. B. B. Lane, Assistant Secretary.

Mayor M. E. Broome was introduced and in a pleasing address welcomed the Conference to the City of Live Oak. The address of welcome was responded to on behalf of the Conference by Principal J. H. Workman.

State Supt. Sheats, in brief, outlined the object and purpose of the Conference, after which the roll was called.

A complete roll of those present follows:

State Superintendent, W. N. Sheats.

COUNTY SUPERINTENDENTS.

Alachua—E. R. Simmons.
Baker—W. R. Simmons.
Bay—C. C. Mathis.
Bradford—H. B. Wiggins.
Broward—J. S. Rickards.
Calhoun—P. F. Fisher.
Citrus—Jesse Montague.
Clay—P. L. Tippins.
Columbia—J. W. Burns.
Dade—Chas. M. Fisher.

DeSoto—P. G. Shaver.
Duval—F. A. Hathaway.
Escambia—A. S. Edwards.
Flagler—D. B. Brown.
Franklin—A. A. Core.
Gadsden—C. H. Gray.
Hamilton—W. W. Bradshaw.
Hernando—L. D. Hathaway.
Hillsborough—J. E. Knight.
Holmes—T. J. McDade.
Jackson—C. W. Lockey.
Jefferson—W. M. Scruggs.
Lafayette—J. W. Morgan.
Lake—D. H. Moore.
Leon—F. S. Hartsfield.
Liberty—J. E. Roberts.
Madison—T. C. Simms.
Manatee—B. D. Gullett.
Marion—H. G. Shealy.
Okaloosa—G. W. Barrow.
Orange—A. B. Johnson.
Osceola—C. E. Yowell.
Palm Beach—Miss Agnes Ballard.
Pasco—E. B. O'Berry.
Pinellas—R. S. Blanton.
Putnam—C. H. Price.
St. Johns—D. D. Corbett.
St. Lucie—E. E. Smith.
Seminole—T. W. Lawton.
Sumter—W. T. Eddins.
Suwannee—J. A. Holmes.
Taylor—W. T. Cash.
Volusia—C. R. M. Sheppard.
Wakulla—J. C. Pigott, Jr.
Washington—J. T. Hightower.

ATTENDANCE OFFICERS.

Orange—Miss Amelia Kendall.
St. Johns—H. M. Stephens.
Palm Beach—Miss Stowers.

PRINCIPALS.

L. L. Blackburn, Blountstown.
J. H. Workman, Pensacola.
W. E. Bell, Jasper.
Sexton Johnson, Orlando.
W. H. Cassels, Palatka.
Emmett Taylor, St. Augustine.
H. G. Metcalfe, Live Oak.
S. A. B. Wilkinson, Perry.
Lafayette Golden, Alachua.
F. W. Buchholz, Gainesville.
W. A. Cate, Madison.
M. S. McGregor, Madison.
U. P. Davis, Mayo.
P. H. Hensley, Ocala.

SCHOOL BOARD MEMBERS.

J. B. Wethington, Hamilton County.
G. F. Williams, Jackson County.
W. H. Toole, Madison County.
A. J. Stephens, Marion County.
W. C. Bass, Osceola County.
G. T. Scott, Taylor County.
J. P. Woods, Taylor County.
Dr. W. A. McKenzie, Lake County.
C. W. Lovell, Putnam County.
E. R. Wise, Suwannee County.

OTHERS PRESENT.

R. L. Turner, Rural School Inspector.
Miss Christian McDonald, Rural School Inspector.
W. S. Cawthon, State High School Inspector.
S. Philips, Director Vocational Education.
E. A. Haynie, Supr. Agricultural Education.
Miss Lucy Cushman, Supr. Home Economics.
J. H. Brinson, Agt. Negro Schools.
Miss Clem Hampton, Member Board Examiners.
Dr. A. A. Murphree, President University of Florida.
Dr. E. Conradi, President Fla. State College for Women.
Dean N. M. Salley, Fla. State Coll. Women.
Dean J. W. Norman, University of Fla.
P. W. Fattig, Teacher-Trainer, University.

B. C. Riley, Director Extension Division, Univ.
R. D. McDowell, Director Thrift Work, Atlanta.
S. L. Smith, Agt. Rosenwald Fund, Nashville.
Hon. Frank Ellis, Representative, Alachua Co.
Dr. R. L. Goodbread, Representative, Lafayette Co.
Ex-Supt. W. T. Kennedy, Lake Co.
Ex-Principal L. B. Edwards, Live Oak.
Miss I. A. Ryan, Architect, Orlando.
Mrs. B. B. Lane, Stenographer, Tallahassee.
J. E. McRee, Atlanta.
Dr. A. I. Branham, Atlanta.
Mr. Berry, Atlanta.
Mr. Strang, Atlanta.
Ed McMichael, Buena Vista, Ga.
Dr. J. L. Kelley, Gainesville.
A. Hercules, Jacksonville.
Prof. Newsom.

The discussion of subjects was now begun and continued as outlined in the preceding programme. When the discussion of Consolidation of Schools was completed the conference adjourned until 3 p. m. When it re-convened the Chairman, upon motion, was authorized to appoint a committee of seven on Resolutions, a committee of seven on Legislation and a special committee of seven on Finances.

At the evening session on Tuesday, in addition to the addresses given by Prof. B. C. Riley of the State University and Supt. W. N. Sheats, Mr. R. D. McDowell of the U. S. Treasury Department, Atlanta, Ga., addressed the Conference on "Thrift in the Public Schools."

On Wednesday at 9:30 a. m. the Conference was called to order by Chairman Sheats and a prayer was offered by Rev. F. G. Lavender. The roll was called and the following committees announced:

Special Committee on Finance: Supt. C. R. M. Sheppard, Supt. F. S. Hartsfield, Supt. W. T. Cash, Supt. Miss Agnes Ballard, Supt. D. D. Corbett, Supt. Charles M. Fisher, Prin. W. H. Cassels.

Legislative Committee: Supt. F. A. Hathaway, Supt. C. R. M. Sheppard, Supt. W. T. Cash, Prin. J. H. Workman, Supt. C. E. Yowell, Supt. C. C. Mathis, Supt. D. H. Moore.

Resolutions Committee: Supt. B. D. Gullett, Supt. J. E. Knight, Supt. T. W. Lawton, Supt. A. B. Johnson, Supt. J. A. Holmes, Supt. A. S. Edwards, Supt. E. B. O'Berry.

When the Conference convened after the noon intermission Rev. W. B. Parshley brought an invitation from the Parent-Teachers Association and Woman's Club of Live Oak to a reception to be held in honor of the Conference at the home of Mr. and Mrs. W. H. Lyle at 9:30 p. m. The invitation was accepted by vote of the Conference.

In the discussion of the subject "Teachers' Examinations" Supt. F. A. Hathaway spoke upon the shortage of certificated teachers and followed his address with a motion that the Conference favor this State extending recognition to teachers' certificates issued in other states, of equal educational standards as Florida, with proper safeguards as to health, etc.

Supt. Sheats called a temporary chairman to preside and spoke against the motion. Supt. McDade also spoke against the motion. Hon. S. Philips asked for an explanation of the motion, stating that he was favorable to it. A vote was taken and the motion prevailed.

A motion was now made and prevailed that the Legislature be requested to raise the salaries of the members of the State Board of Examiners from $2,000 to $3,000 per year.

In connection with the discussion of "Teachers' Pensions" Supt. Simms offered a motion that the Conference endorse a Teachers' Pension Law. The motion was unanimously carried.

When the Conference convened at 8 o'clock p. m., upon motion the three committees formerly appointed were consolidated. By request of the Chairman, Dr. F. A. Hathaway presided during the evening. At this hour the Conference was addressed by Dr. Edward Conradi and Dr. A. A. Murphree on the subjects given them on the programme.

After these addresses the Conference adjourned and attended the reception given by Mr. and Mrs. W. H. Lyle as mentioned above.

When the meeting was opened at 9:00 o'clock on Thursday morning the devotional exercises were led by Rev. W. B. Parshley.

At the opening of this session a motion was offered and prevailed that the Legislature which meets in April be re-

quested to raise the salary of the State Superintendent of Public Instruction from $3,600 to $6,000 per annum.

Another motion prevailed that the Legislature be requested to increase the salaries of the State Rural School Inspectors from $2,000 to $2,500 per annum.

A motion was made and carried that the Legislature be requested to appropriate the sum of $500 to supplement the traveling expenses of the State High School Inspector and the State Agent for Negro Rural Schools.

After its noon recess the Conference assembled at 2:30 p. m. on Thursday.

The Consolidated Committee submitted the following resolutions, which were acted upon separately and approved:

RESOLUTIONS

ADOPTED BY THE

CONFERENCE OF COUNTY SUPERINTENDENTS,

OTHER SCHOOL OFFICERS, AND HIGH SCHOOL PRINCIPALS.

LIVE OAK, FLA.,

FEB. 15-17, 1921.

Be It Resolved, That we respectfully request the Legislature of the State of Florida to enact the following legislation in the interests of the schools of Florida:

1. Such legislation as may be necessary to validate the indebtedness incurred by County Boards of Public Instruction for running expenses since 1915, and that said Boards be empowered to issue, on or after July 1, 1921, interest bearing coupon certificates of indebtedness to cover said expenses, said certificates to be paid in annual installments not to exceed ten, beginning on or before July 1, 1924, interest not to exceed 7%.

2. To appropriate the sum of one million ($1,000,000) dollars for the immediate relief of the common and high schools of the State, said amount to be apportioned among the several counties of the State on a fair and equitable basis.

3. To submit a Constitutional Amendment to the people of the State providing for the raising of the maximum county school millage from ten to fifteen mills.

4. To submit a Constitutional Amendment to the people of the State providing for the raising of the maximum special tax school district levy from three to ten mills.

5. To so amend or revise the Compulsory School Attendance Law as to make it enforcible and to make it accomplish more nearly the purpose for which it was enacted.

6. To enact such legislation as may be necessary to extend the State Certificates of ex-service men to enable them to secure Life State Certificates.

7. In view of the acute shortage of trained teachers in this State, to enact legislation whereby, under proper restrictions as to health and otherwise, certificates issued in other states, of equal educational standards to Florida, may be recognized in Florida.

8. To make such appropriations for the State Institutions as will be asked for in the budget of the State Board of Control.

9. To continue the appropriation for Teacher-Training Departments in the high schools.

10. We heartily endorse the work of the General Extension Division of the University of Florida and request its continuance and adequate support.

11. We request that the salary of the State Superintendent of Public Instruction be increased to an amount commensurate with the importance of the office and the services rendered.

12. We request that the salaries of the members of the State Board of Examiners of Teachers be raised from two thousand to three thousand dollars per annum, with an amount sufficient to cover the traveling expenses of said Board.

13. We endorse the work of the Rural School Inspectors and request their continuance, and that their salaries be raised from two thousand to three thousand dollars per annum, with an amount sufficient to cover the traveling expenses of said Inspectors.

14. We request an appropriation of five hundred dollars per annum for necessary supplies and traveling expenses of the State High School Inspector.

Be It Further Resolved:

15. That we endorse the Thrift Movement of the National Treasury Department and advocate a fair and earnest trial

of the plan in our schools and pledge the hearty cooperation of superintendents and principals.

16. That this Conference endorse the action of the Association of Tax Assessors in their decision to assess property on a basis of 50% of its cash valuation, and that this Conference further agree to inaugurate and vigorously prosecute a campaign in the several counties of the State to the end that the tax rolls in these counties may show an actual 50% valuation.

17. That this Conference extend sincere thanks and appreciation to Supt. J. A. Holmes, Principal H. G. Metcalfe, Mayor M. E. Broome, and to the citizens of Live Oak for the many courtesies shown the Conference; and also to the Parent-Teachers Association, the Woman's Club, and Mr. and Mrs. W. H. Lyle for the delightful reception tendered the members of the Conference at the home of the latter on the evening of the 16th.

Be It Resolved Finally:

18. That a copy of these resolutions be published in the leading daily newspapers of the State and in the Florida School Journal.

A motion was offered and carried that a Steering Committee of two persons from each Congressional District be appointed to handle bills prepared from the above resolutions before the Legislature. Chairman Sheats appointed the following persons upon that committee:

First Congressional District — Superintendents J. E. Knight and B. D. Gullett.

Second District—Supts. W. T. Cash and E. R. Simmons.

Third District—Principal J. H. Workman and Supt. C. H. Gray.

Fourth District—Supts. F. A. Hathaway and C. R. M. Sheppard.

A motion then prevailed that the Chairman of the Steering Committee, C. R. M. Sheppard, take up with the various counties the matter of raising funds to have necessary bills prepared relating to the issuance of time warrants.

ADDRESSES AND DISCUSSIONS.

TOPIC I.—CONSOLIDATION OF SCHOOLS.

(a) ADVANTAGES OF IT.

By SUPT. T. W. LAWTON.

The social spirit, nearness to one another, community life—but NOT an increase of urban life—is the greatest need of our nation today. Consolidation of interests is being rapidly developed throughout the nation and states, and should be also the spirit of the rural community. Any region of country that strives to remain individualistic economically, industrially, socially or educationally, is doomed to an early death. It is as futile to combat the spirit of consolidation as it was for the Huns to try to stay the onward march of democracy. And surely consolidation of schools is as essential as consolidation of any other public interests; for the very spirit of the movement is a part of the civic, moral and vocational education of our children.

The fact that a number of our great national characters were the product of small, one-teacher rural schools, is held by some as evidence of the merits of such schools. To the thoughtful man, however, this is but an evidence of the fact that greatness cannot be throttled by unfavorable environment, and rises, in spite of handicaps, to its destined height. And further, can it not be said truthfully, that many others could have been developed into greatness under proper educational environment? But it is not necessary at this time to make any argument for the general principle of school consolidation, yet it may not be amiss to state briefly some of the chief advantages of the consolidated rural school.

Too many are under the impression that transporting large numbers of rural children into towns or cities is the ideal way of handling the situation. This, to my mind, is one of the greatest mistakes that could be made at the present time; for it is not the increase of urban population, but of rural population, that should be zealously sought for. Bringing country children to town is not rural consolidation, but rural depopulation.

First in importance among the many merits of school consolidation is that it should, and does, create greater interest in

country life. Fifty-one per cent is too large a proportion of the American people to live within cities of twenty-five hundred or more population. American farm life is imperiled by the flocking of our people to the cities. Farms are, in too many instances, in the hands of tenants rather than owners, and farm life—the life that makes for the development of great men and women—is losing favor with progressive citizens. And this is due more to the lack of educational facilities in rural districts than to any other cause. And the very manifest remedy for this lack of school advantages is found in the grouping together of several small one-teacher schools, forming thereby a graded high school, having an efficient corps of trained teachers, and many of the improvements of the large city schools, such as gymnasia, athletic fields, vocational departments, laboratory equipment, etc.

The direct benefits from this system are many, among which may be mentioned increased enrollment, better average attendance, longer terms, better classification of pupils, better supervision, better trained and better paid teachers, longer recitation periods, better equipment, and best of all, better school spirit—the spirit that will keep the children happy and contented in their rural atmosphere, and lessen the tendency to flock to the cities.

In place of the one-teacher rural school, so well described by someone as "A little house, on a little ground, with a little equipment, where a little teacher, at a little salary, for a little while, teaches little children little things", we shall have a large house, on a spacious ground, with modern equipment, where well-trained teachers, with fairly adequate salaries, for long terms, will teach both large and small children the big things of life.

TOPIC I.—CONSOLIDATION OF SCHOOLS.

(c) RELATIVE EFFICIENCY OF A ONE-TEACHER AND A CONSOLIDATED SCHOOL.

By SUPT. C. H. PRICE.

First we will take a view at the one-teacher school, using the minimum amount of work required and the maximum amount of time and funds allowed this particular type of school.

The teacher begins her daily program at 8:30 a. m., and dismisses her little flock at 4:00 p. m., with two recess periods of fifteen minutes each and an hour for noon. This gives her six hours for actual work in the school room. With an average of twenty pupils she never has less than six grades, and often eight, but since we are considering the minimum, we will take six grades, which will give the teacher one hour per day for each grade. In grammar school no pupil should be allowed to take less than five subjects, which amount is required to complete a grade during each school term of eight months. This allows the teacher one hour per grade of five recitations, or twelve minutes for each class, and at least two minutes of this is lost in dismissing the class and calling the next class. Thus we have ten minutes for the teacher and class to discuss the lesson, provided there are no interruptions.

Under such conditions pupils are certain to pass over parts of the work without having a clear understanding of the subject, as there is not time to ask questions. Also under such conditions it is almost impossible for the teacher to thoroughly acquaint herself with the pupil's knowledge of a subject. Consequently, in most one-teacher schools pupils are forced to spend three years to make two grades. There are, however, a few strong teachers of one-teacher schools who are good organizers, and know how to make time, and get the pupils through the grade. This, however, is an exception rather than the rule, and such teachers generally demand better positions and get them.

We have even offered larger salaries for teachers capable to teach a one-teacher school and they refused, with the reply that they did like to teach where they could see some results. It is much less difficult to get such teachers to teach in a consolidated school.

Here we will take a view at the consolidated school. We have considered a one-teacher school that was an average or above, and its relative efficiency to the consolidated school will in a measure depend on the size of the consolidated school.

Three one-teacher schools combined to make one three-teacher school, is a reasonable combination, and one where there will be about sixty pupils or more. In this school we would have eight grades of about eight pupils to the grade, divided among three teachers; thus giving each teacher

thirteen and one-third recitations each day, and these in six hours would allow her twenty-seven minutes for each class. This feature alone makes the consolidated school one hundred per cent more efficient than the one-teacher school. In the consolidated school there are three times as many patrons interested in the welfare of the school as in the one-teacher school, all wishing to have a part in its progress. The community spirit is better because of the larger field from which to draw the leaders for organized effort, and from which to collect helpful suggestions and new ideas. Teachers as a rule in consolidated schools, get better salaries and longer terms, besides the other advantages offered, such as more desirable board, teachers' help to each other, all of which helps to secure more efficient teachers for these schools.

The play ground equipment, too, for the consolidated school is a means to greater efficiency, as the funds of the district, ordinarily divided among three schools, are gathered to the one play ground. Much better equipment, and a greater variety can be afforded for a large number of children, than for a small school.

A one-teacher school is limited in its possibilities, but the consolidated school unlimited. Out of it grow high school pupils sufficient to demand high school teachers. Out of it grows a demand for Domestic Science and Manual Training, all of which are possible, and these with many other advantages serve to make the consolidated school MORE than one hundred per cent. more efficient than the one-teacher school.

Topic I.—Consolidation of Schools.

(d) Relation of the Transportation Problem to Successful Consolidation.

By Supt. J. A. Holmes.

The success of the consolidated school depends in a very large measure upon the transportation. If the transportation is safe, comfortable, rapid, and in charge of men of high character, no troubles result from it. When men of low ideals are in charge of transportation, or when it is slow and the distance too great, then certain evils are at once seen, and just complaint is made against the consolidated schools. These evils, however, are all remediable. If the people demand drivers

of high character they can be secured. If the officials insist upon rapidity of transportation that too can be done. None of these evils should in any way affect transportation.

When consolidation is first broached in a community, it is found that conveyance of children is responsible for much of the opposition. Many fail to see the numerous advantages of a larger school, which can be secured only by conveying the children.

It is rather strange that farmers, living within a few miles of transportation routes of consolidated schools, will not go near enough to investigate rumors about unsatisfactory hauling of school children, but will believe some wild statement of some irresponsible person about transportation in such a system. No sensible person expects perfection in a system that involves so many persons and conditions. On the other hand, let us not forget the disadvantages of walking to the one-room school. Also let us remember that transportation of children does away with fighting, bad language, and other misconduct, on the way to and from school. Think of the little children plodding schoolward in cold and wet and mire—when they go at all. Then count up the number of days they are kept at home altogether because of bad roads and severe weather.

It can truthfully be asserted that consolidation improves the entire community. Land values increase because of better school advantages. Such a school draws the people of the whole neighborhood together, and awakens a deeper interest not only in the school, but in every activity of the community. It helps to keep the boys and girls in the country. It brings better roads; inspires a high percentage of eighth-grade graduates to attend high school; also makes a rural high school possible; conserves more largely the health and morals of the children; increases the attendance; provides high school privileges at one-third the cost; develops better rural spirit, and gives much greater and better results in every way.

The rules and regulations of the transportation service should be a part of the contract into which the driver enters and in which he gives bond for the successful performance of the work. Each driver should be requested to make a daily report to the principal of the school. This not only secures his cooperation but the children in this way learn of the responsibility of the driver. A report should be made to the County

Superintendent in order that he may be made acquainted with prevailing conditions. The transportation carrier should run a fixed schedule, leaving certain points along the route at the exact time announced. Children will then know to leave their homes to meet the wagon or automobile without being required to stand and wait. The carrier should not wait for the children if they are not at the proper places on the schedule time. The condition of the road should not be allowed to interfere with the schedule.

Let me say at this time, I believe that the Legislature should pass a law giving special aid for transportation to consolidated schools. Knowing that this fund could only be used for this purpose, it would cause a greater interest to be taken by patrons. Interest once being stimulated, the public will tax themselves to meet conditions. When success is assured—and it is only a question of a short time when it will be—public opinion will sweep the country as never before into the consolidation of rural schools. Is it not true that good consolidated schools cost more money than one-room schools? The houses and barns being built today cost more than they did forty years ago. The farming implements now used cost more than they did in the days of the scythe and cradle. We are buying expensive automobiles instead of using the cheap conveyances of many years ago. Shall we not have a modern school, even though it cost somewhat more?

Our cities and more progressive villages are making very large investments in the education of their boys and girls, believing that no money spent for the public brings such large returns as that invested in education. It is common knowledge that the farmers of our country are very prosperous. Is there any good cause why they should not have the best modern schools for their children? The old time one-room school must give way to something better, to a more efficient school in keeping with the progressive age in which we live. The answer is consolidation.

Topic I.—Consolidation of Schools.

(e) Needed Legislation.

By Supt. W. T. Cash.

There is nothing in the school laws of Florida to prevent consolidation of schools. School Boards have the right to

establish schools under the law as it is now; this, of course, means the right to establish the consolidated school. And nowhere in the law is there anything prohibiting consolidation of schools.

From what I have just said, it might be inferred that I consider any legislation whatever on the subject of consolidation unnecessary. Such, however, is not the case. Not that we need to wait for legislation before proceeding as rapidly as we can under the circumstances with this, one of the most necessary steps in educational betterment in Florida; but if we could get some legislation in the nature of encouragement, and have some effective laws regulating contracts between School Boards and drivers of consolidated school wagons or trucks, I am of the opinion that it would greatly help School Boards and Superintendents in bringing consolidation more quickly about. A little further on in this paper I am going to suggest a measure that would certainly hasten the grouping of schools together, but whether we are as yet prepared for anything so radical as I intend to suggest is a great question.

Probably the most effective thing to encourage school consolidation in the way of legislation would be to grant state aid to schools where no teacher has more than two grades. If this could be done constitutionally, which a great many doubt, and if the state aid were an amount worth while, there is hardly anything else that would be so effective. This would be an encouragement to School Boards to meet the necessary conditions; and would be very unlike getting help for the little "jumped up" "Junior High Schools" of a few years ago. These so-called "Junior High Schools" had a great chance to juggle with facts in order to get state aid, but if aid were furnished under the plan I have just suggested, viz., some small minimum of grades to a teacher, there would not be nearly such chance to fabricate in order to get help from the state.

It is not unlikely that consolidation would be much encouraged if the Legislature were to pass an act requiring School Boards to establish high schools of at least junior grade wherever a school has an enrollment of more than 100 pupils, provided such school must be at least three miles from a city or a town where a high school is already maintained. It is a fact at present that comparatively few rural high schools exist in Florida, and something should be done to change this

state of affairs. Many country people, probably none too friendly to consolidation, would like to see this changed, and they would in many cases stop fighting consolidation just to get city advantages for their children. Then again, the fact that high school teachers must possess certain scholastic requirements above those demanded of the ordinary country school teacher, would cause numbers of country school patrons to work to secure consolidation, in order to get more efficient teachers while securing high school advantages at the same time.

Many people oppose consolidation on account of the fact that the school wagon or truck is often driven by a child or an irresponsible person, who would doubtless favor it if the law prevented this. It is a fact that there should be legal safeguards for children under the driver's care, and School Boards should only be allowed to contract with responsible persons as drivers, and they should be required to draw up a very strict form of contract with those employed. We want consolidation, certainly, but we want the children for whom it is provided to have their lives and conduct safeguarded as far as is humanly possible.

I promised in the first paragraph of this paper to suggest a rather radical measure that would help to force consolidation of schools. It is this: let the Legislature pass an act prohibiting any teacher from teaching more than three grades, and prohibiting School Boards from allowing this to be done. This would certainly be a radical step, and there are some serious objections that I might mention to its passage, but I believe it would be no worse to pass and enforce such an act than it is to allow the educational wastage which we have now, when so many of our teachers have to instruct, or pretend to instruct, eight or nine grades, and ofttimes teach a little algebra or Latin in addition. Certainly we cannot hope for the passage of a measure so radical, but the time will come when folks will wonder why teachers were ever allowed to teach so many grades.

But I am glad that we can proceed with consolidation of schools without having to wait for any legislation at all, and while we should urge our members of the Legislature to help in the passage of any measure that would encourage the movement, still we cannot afford to wait on legislative action

before proceeding with a movement so important in the advancement of the cause of education in Florida.

Supt. A. B. Johnson asked about the responsibility of the School Board in case of accident. Supt. Sheats said he thought that matter could best be referred to the lawyers. Hon. R. L. Turner said that it depends entirely on the nature of the contract between the School Board and the driver employed. Supt. Johnson said that Orange County has consolidated schools, and while some opposition was encountered in establishing the schools, that now it would be impossible to get the people to go back to the old style school system. He spoke of the good work being done by the school at Tildenville.

Supt. O'Berry said that conditions in Pasco County were exactly opposite from Holmes County—that the people were crying for consolidation. He said that transportation is his greatest source of trouble; that his county is paying $100 a month for transportation; and the children would go as far as 15 miles to Dade City or Zephyrhills. But every time something happened and the driver did not reach every place on time, some one would ring him up about it and it keeps him in hot water all the time. He said that they are getting good results by transporting the children to better school buildings, with better equipment and better teachers.

Principal Sexton Johnson said that in the Orlando schools they teach about 250 children brought in from the country, all a distance of two miles, or more. He said this is centralization and not consolidation, and that there is no doubt that it is educating the children away from the country; when they get into the upper grades, they get jobs and leave school and do not want to go back to the country. He said we must have country schools for country children, to make them see the advantages of country life and to love the country. Do not break up the country schools and carry the children into the cities, but build up the country schools.

Supt. Yowell said that two years ago in his county they found it almost impossible to get teachers for the rural schools, and the consequence was that they had to consolidate. They now find that the people are demanding consolidated graded schools, and it would be impossible to get these communities to go back to the little one-teacher schools. They have adopted

the plan that where a school is established they require an enrollment of 10 and an average attendance of 8; they then take the money that is appropriated for that school and transport the pupils to one of the town schools, and they have not yet been required to increase the teaching force in the town schools. Therefore, no expense is added on account of transportation. The result has been that 85% of the children of the county are in graded and high schools, with a nine months' term. They have not undertaken to transport an individual family, but have made it a rule that where a school is established, to use the salary of the teacher to transport that school, paying not less than $75 per month for transportation. As to the mode of transportation, they find difficulty in getting any one to take the job even at $150 a month. The county has thought best not to buy cars, but hire a man to furnish his own car at his own expense.

Supt. Hartsfield said that according to statistics from the states that have consolidation, it is found that transportation and consolidation cost on an average 10% more than schools without transportation, with a 50% better return for the money.

Supt. Simms said that they have a little different system in Madison County. His county has no regular contract with any person to transport; that where pupils live more than two and one-half miles from a school the parents are paid 12½c a day for transporting their own children. They are paid this 12½c whether the pupils walk or the parents furnish a way for them to ride.

Ex-Supt. W. T. Kennedy of Lake County was called on in the absence of Supt. D. H. Moore. Mr. Kennedy stated that Lake County had been transporting pupils for a number of years from one-room schools to better schools, sometimes combining schools very successfully. Where an entire school is transported, we pay so much to some one to bring the children in, but where the children are far from a school, we pay the parents $3 to $4 per month to bring the children in; the teacher makes report of the children and we pay accordingly. Where the children live within possibly three miles of a school, we pay $2.50 per month; others living further, $4.00 per month. I prefer a consolidated school, a good rural school, to bringing the children into town.

Supt. Sheats spoke as follows:

I realize that there are difficulties to be overcome and this is one of the main questions in the way of real educational progress and it is a question that is not only being agitated here in Florida, but in many states it is the prime question. I might say something under each head. One of the great advantages is that we can have better school buildings with the same money we have now; we have too many little old shacks, and in some of the very places where they need consolidation; the people and the county superintendent are opposed to it. We can not drive an idea into people, we must persuade and enlighten them. One of the greatest beings the Good Lord ever made is the "Florida Cracker", but in his ignorance sometimes he is troublesome. I believe the difficulty in the whole matter is to overcome the prejudice of the people. Show them that with the same money they are now spending for buildings and schools, you could give them decent school houses and better schools, though fewer of them, and I believe the difficulty in the whole matter could be overcome. I sympathize with the Florida cracker and say, "Don't you try to drive him, try to convince him, and if you can not, don't consolidate." He is a peculiar person; with somebody to enlighten him, he will lead like a lamb. If you will go to this Florida cracker with reason, instead of surrendering to his prejudice and giving in, you can convert him. The opposition to consolidation is largely a matter of sentiment. The fact that there is a little old grave yard around the school building and it is a community center are reasons why the people oppose moving the school. The people must be shown the advantages of consolidation—better buildings, better equipment, better teachers, a larger community center, etc., with very little, if any, more money than is now being spent. Watch your opportunity and see when is the opportune time to talk consolidation.

As to the relative efficiency of a one-teacher and a consolidated school: The value of a school is largely dependent upon the time the individual teacher can give to each pupil. Go into the woods and find a little one-teacher school with as many grades as a town school, and you will find the time of the teacher taken up with ten-minute recitation periods—the school, of course a failure; another little school right over

yonder just in the same condition. Put these two schools together and you have the same number of classes with two teachers, and every pupil gets twice as much of the time of the teacher. Now, my friends, if you will stand up and talk sense to this Florida cracker, feed him on common sense instead of fear, when you get him converted, he will say, "Let's have consolidation; it is worth more to my children."

The Money Question: County Boards owe $7,000,000 right now and are getting worse in debt every day. Here is a county with 66 schools that could be consolidated into 30. County in debt? Yes. Opposing consolidation, trying to keep up 66 schools when 30 would do the work and better work. This is largely due to the cowardice and politics of the County Superintendent; go around over his county, and you will find four little schools sitting near each other, taught by his friends or relatives. In debt? Yes. Why? Employing twice as many teachers as they ought to have. One of the great difficulties has been the transportation problem. It has not been managed with business tact. I found one county paying $50 to transport three pupils. Of course the people will oppose such as that. Bad management has been one of the chief obstacles; transportation has been made to cost too much, and the wrong drivers have been selected. In most cases a young fellow has been selected who was fit for nothing and hunting an easy job, and the mothers were afraid to trust him with the children. It is the business management of the transportation side that has been the great difficulty.

But, my friends, I believe these problems can be worked out satisfactorily and consolidation will mean better schools and a saving of the school fund, but it must be handled wisely.

Topic II—Compulsory School Attendance.

(a) Sentiment of the Public in Relation to the.

By Supt. E. R. Simmons.

The few words that I shall attempt to say upon this subject come chiefly from observation and are purely of a local nature.

I have had but little opportunity to learn conditions over the State at large. It appears, however, that a majority of the people in the tourist and citrus sections of the State are decidedly in favor of the enforcement of the law, while in agricultural sections there is considerable sentiment against it.

Since I am not familiar with the attitude of the people of other counties, I shall confine my remarks more particularly to Alachua County. In our county we find three classes of people with reference to the manner in which they consider the law. First comes the personal liberty fellow, who says "I believe in sending to school, but I do not believe in forcing a man to send, because it interferes with his personal liberty." This is the fellow who is opposed to sending at all, and yet raises more complaint than any one else if school facilities are not provided for his children. The second class includes those who say the law works a hardship on them. "I want to send my children to school but it is impossible. I am compelled to have them to help me make a living. I am not able to work myself." These believe in rearing children for commercial value rather than for value to society and humanity. "I have a big family and have to get my ground ready to plant." This class can find time to go to town and stand on street corners about two days out of each week. The third class includes the most of our best and most reliable citizens. They say this is one of the best laws ever enacted by the Legislature of Florida and should have been passed long ago. We believe that the third class is far in the majority of the other two.

If we are to judge the sentiment of our people by the interest manifested and the inquiries received, we must conclude that they, at least, have considerable respect for the law.

During the first year under the Compulsory Attendance Law we had only two or three cases in court in Alachua County. During the present year we have not had a case.

Both the enrollment and the average attendance have been increased in practically every school in the county.

There is considerable difference of opinion as to the best methods of enforcing the law, but we are convinced that a majority of our people are friendly toward it.

I believe that if an election were held for the approval or disapproval by the public, that at least seventy-five per cent. of the votes cast by the white voters would be for the Compulsory Attendance Law.

Topic II—Compulsory School Attendance.

(e) Experience Under the Present Law.

By Supt. J. E. Knight.

The local option, of which our Superintendent spoke a few minutes ago, was passed in 1915. Hillsborough County was awake to the necessity of a Compulsory Attendance Law, and in 1918 an election was held and it was an almost unanimous vote in favor of county-wide compulsory school attendance; then in 1919, it became state-wide. It is up to you and me to enforce this important law. The county of Hillsborough has had an attitude which has been favorable to compulsory school attendance. The methods used are these: Prior to the state-wide law, the trustees of the different districts were appointed by the Board as attendance officers and during the first year of this state-wide law they were retained, and we found for a while that this method worked very nicely; these trustees were active. When a student was absent, the teacher made her report direct to the chairman of the trustees and he in turn notified me by letter, and I tell you men, it was no easy task for me to communicate with all of these parents or to see them in person; nevertheless, I tried it for a while. In every case a letter went from my office to these parents where children were out of school, and with the letter or personal visit, I did not find a man who refused to put his children back in school. Later, the Board and myself decided it would be best to appoint a regular attendance officer, so we selected a man who was a deputy sheriff, well acquainted in Hillsborough County, a man who knew every man in the county. He served one year. Of course, in a county as large as Hillsborough, it is rather difficult for one man to attend to the duties of this important office. Then the Board decided later that it would be necessary to put on at least two attendance officers. This we have done. The second one was originally the probate officer whose home is in Tampa and who is well acquainted, and who has had quite a bit of dealing with the children of Tampa, and it is through her knowledge of the work that the Attendance Law is enforced in Tampa. Of course, there are some difficulties, as in every county, but probably we have greater difficulties than in other counties. We lack sufficient buildings to take care of the children, we lack funds, but we have

used every available space—we have used the basements of our school buildings—they are well lighted, and we have put new seats into them—then we have renovated and rebuilt an old building and have put about 800 in that; so we are taking care of nearly all the children in Tampa. There are probably 500 in Tampa that are not in school, most of whom are 16 years of age. The people of Hillsborough County are heartily in favor of the Compulsory Attendance Law. I have failed to find one man in Hillsborough County who is opposed to it; every man seems to be anxious and willing for the law to be enforced. The foreign population is another difficulty. The parents of these children are anxious for the children to make a living, if possible. They come to us asking for permits for the children to work; many times we have refused to issue the permits because we believed the child was of school age.

Those of you who have visited that part of the State know that Plant City is the largest inland shipping point in Florida. The children are required to pick strawberries, and help otherwise with the gathering of the truck. This is a difficulty that has to be overcome. The law says to give the attendance officer the right to excuse the children if, in his judgment, the excuse is all right. To eliminate that part of it, I have tried this plan. We have a good many negroes and we open the negro schools in July and close them early enough so that the farmers can use the negroes to pick the berries, etc.

The results in Hillsborough are very gratifying. We have filled all of our schools, and will construct, during this next summer, buildings costing one-half million dollars, so that every child will have ample facilities for a good education. We are doing all we can to enforce the law, and with the endorsement and backing we receive, I do not look for any serious trouble.

The discussion was opened by Supt. Gullett who said:

I want to begin this discussion where the operation of the law begins and that is where the attendance officer during June is to take the census. We have found there a weakness. We have a good attendance officer but he has been unable, at that season of the year, to make a satisfactory census. He can not make the rounds alone, and since there is no fixed price set for him to employ and pay an assistant, he can not get an efficient man or woman to assist him in taking the

census. He depends on the teachers to gather up data and send it in to him and in this he has found some opposition; some teachers have written him that they were not attendance officers and for him to do the work. I hope when the time comes to re-write the law, provision will be made that the census may be complete and reliable, and while the officer is taking the census, it would be just as easy for him to find out the boys and girls still within the age limit and make a list so that a complete census may be had.

Our County Judge will not undertake the execution of this law. He says it is not in his jurisdiction at all and the prosecuting attorney has nothing to do with it, and we have to depend upon a justice court, and if there is no justice of the peace, then the man has to be brought into Bradentown, Palmetto or Sarasota where a justice can be found. We have found a great inconvenience in the matter of getting people brought to trial. Another point is paying the expense of the enforcement of this law. This is where we have found a weakness.

I think the law should provide for some kind of examination for mothers who want to teach their own children. There is where the Superintendent must sit as executive and say "no" sometimes, or the child is ruined. People not qualified to teach will ask to be permitted to teach their own children. We have people of different religious sects, not orthodox, who do not want their children to enter the schools, who hunt up all sorts of excuses to be allowed to teach their children, although they are not qualified to teach. The Superintendent must sit firm and say "no" to these people, as well as to good friends who come and ask the same privilege.

There comes in another feature of this law—the Mother's Pension. The Attendance officer looks after worthy mothers and sees that they are assisted in sending their children to school.

This law does work and can be enforced. If the points mentioned above are looked after, it will be one of the best laws we have on the statute books. Our entire Board and everybody in the county stand with it—first and last.

Supt. Hartsfield said that the County Judge of Leon County had declared the law unconstitutional on the ground that it was "class legislation", in that it required only the

children of "citizens" to attend school, and not "residents". He said that the average attendance under the law increased at least 20%, but that under this decision of the judge, no attendance officer is being employed now to enforce the law. His Board authorized him to pay a lawyer $50 to make a test case and carry it to the Supreme Court for a decision, but the lawyer wanted to charge $300, which was more than the Board felt it could pay. He said he was in favor of the law and had always been.

Supt. Cash said that his County Judge gave as a reason that the law could not be enforced that where the Board is authorized and directed to appoint one or more attendance officers, he holds that the word "directed" is not mandatory, hence none of the penalties of the law could be carried out. Mr. Cash said that he thought the amendments suggested were splendid, but he believed the law enforcible without any amendments and that the Governor should hold officials responsible for the enforcement of the law—at present we are nullifying the law.

Topic III—School Finances.

(a) Inadequate Funds or Bad Management, Which the Most Fruitful Cause of Present Financial Difficulties.

By Supt. C. H. Gray.

Probably the most important question to be discussed during this Conference is the question of sufficient funds with which to properly operate the public schools for this and the ensuing years as well. I doubt very seriously if there is a single school official in Florida who has not often been face to face with the problem of adequate finances with which to run his schools. This has been the case oftentimes in our county during the past few years and at times it seemed as if it would be necessary to shorten the term in order to avoid going in debt beyond our ability to pay. But, I am glad to be able to say that by strict economy and sound business methods on the part of our school officials, we have been able to run all our schools for the regular term and in recent years no teacher has had to wait for his money. It has been the policy

of the Board of Public Instruction of Gadsden County never to promise more than we would be able to pay and by so doing we have managed to stay out of debt. I might also state just here that we have been able to raise salaries each year and in this way have kept our schools up to the standard; this has been possible because our property values have been gradually raised and yet not to the extent of burdening our people with an unusually high tax rate. If there are counties in Florida whose property values have not been raised during the last few years, I cannot understand how they have managed to run their schools. I understand that some of our people are agitating an appropriation by the Legislature for public school purposes, but I am of the opinion that an Act of that kind is unconstitutional and, therefore, believe that relief must come in some other way.

In this connection, I wish to say that I am in favor of a Constitutional Amendment to raise the maximum district tax from three to ten mills and believe that our county would poll an overwhelming vote in favor of it. Until such amendment is carried, I believe that the only source of immediate relief is the equalization of property values upward.

It is barely possible that some counties have expended money for such purposes as buildings, repairs, transportation and what not, that could well have been deferred until a more opportune time, thereby reducing the amount of funds available for teachers' salaries, but from my knowledge of the school officials of Florida, I believe that the present situation is due largely to inadequate funds and not bad management on the part of any of them. Speaking for my own Board, I do not hesitate to say that it is composed of intelligent, honest, experienced business men who are accustomed to financing big problems, yet men who know and appreciate the value of money and who do not make appropriations until they are assured that they are getting value received for such expenditures. Billy Sunday has said, "Most people are decent." I believe it can also be said that most people are honest; and what is true in this regard with reference to my Board is, no doubt, true of all other Boards of the State of Florida.

I realize that the teaching profession is not what it should be. During the war period, we have had to be contented with the best that we could do, but now that the war is over, it is

to be hoped that better trained and more efficient teachers may be induced to enter the profession; but this will not be possible unless attractive salaries can be offered. Recently, I read in "School Life" that the school authorities of the District of Columbia had agreed upon a minimum salary of $1,200 for each grade teacher and a yearly salary of $4,000 for principals. Taking these salaries as the standard, it will be readily seen that it is absolutely necessary to raise more money for schools, if we are going to keep up in school matters.

The children of today will be the men and women of tomorrow; they constitute the country's greatest asset; therefore, the kind of teachers and the kind of education we are giving our boys and girls to-day, determines very largely what the future of this country will be.

TOPIC III—SCHOOL FINANCES.

(b) PRESENT DEFICIT IN FUNDS, HOW BEST MET.

By SUPT. W. T. CASH.

My subject has to do with best measures to apply when a county's school finances are in bad shape, in order that there shall be no discontinuance of schools, no cutting of salaries, nor any lowering of educational morale; and yet the bringing about of a re-establishment of credit where it has been lost, and stabilizing it by improving financial management everywhere. This subject should come all the more easy to me, because I have been no great financial success in my own business. Therefore I should be qualified to tell others. It may be that I have been selected to discuss this subject because of my good luck as a borrower; but whatsoever the reason is, I am here attempting to discuss the greatest emergency measure that comes before this body.

I believe the usual rule in treating a patient is to try to find out the cause of his sickness, and then with more sense apply the remedy. We are, in my judgment, blaming the financial mess into which many of our counties have gotten on the wrong thing—on the war—when the only thing the war has done is to make it more acute. A look at the Bi-ennial Report of the State Superintendent published in 1915 will convince anyone who studies it, that even then many counties were headed for "the ditch."

Now, I am not going to blame the school officials of those counties which are in bad shape financially for all or even half of their troubles—the inherent blame is in our taxing system, which more about later—but there is no question but that they are to blame for some of the difficulties into which they have fallen. Recklessness in the purchase of school supplies, building of needless school houses, too often for political purposes, and, in many cases, a lack of any financial system—all of these things are oftener to blame than we could wish.

But the root of the whole matter is in our system of taxation, or, more properly, in the way it is applied. If there had been no tax dodgers in Florida or if tax officials had looked after them more closely—in short, if the property held in our State were all placed on the books at the present rate of valuation, which is not 50 per cent. nor even 25, without a raise in millage, there would not exist the present necessity of calling on the Legislature for help. And until something is done to change our present method of tax-dodging-made-easy to a method which more nearly approximates honesty and fairness to everybody, there is not going to be any real cure for our condition, but only a subduing of symptoms. It is to be hoped that our next Legislature will properly amend our taxation laws, placing severe penalties on the tax-dodger, and in the meantime that the Governor will keep a close watchout for those officials who seem all too ready to encourage tax-dodging.

In the meantime, if, as some think, the Legislature can legally appropriate money to the common schools of the State and will do it, that will help some. Raising by constitutional amendment the maximum sub-district millage from three to ten mills will help. Personally, I favor raising the maximum county millage from ten to fifteen mills, but I seriously doubt the wisdom of submitting an amendment to that effect at this time.

As to those counties that need and must have immediate help, I am sorry that I have nothing to offer. A bond issue to take care of past indebtedness would perhaps solve the difficulty if the indebtedness were legal, but the issuance of bonds could probably be enjoined with good cause if the indebtedness were not incurred in a perfectly legal manner. I do not mean to say there is not a way out. In fact, I know

we must find a way and doubtless county superintendents here in convention have already thought out a plan, but I have to confess that I have not been able to find the time to give the matter proper consideration, even if, with the time, I could have found the remedy to apply. In conclusion, however, I will come back to my original proposition that proper taxation is the only way to finally cure our financial difficulties; and even if we find a way of making legal and valid, indebtedness not strictly legal, we will in future have to apply measures along the lines I have suggested in order to take care of the hereafter that is sure to come.

TOPIC III—SCHOOL FINANCES.

(c) TEMPORARY FINANCIAL RELIEF, HOW OBTAINABLE MOST QUICKLY.

By SUPT. D. D. CORBETT.

There cannot be much said on the subject assigned to me because the ways through which we can secure temporary financial relief are few.

The income for schools in this State is limited by a Constitutional inhibition. We are given a limited amount of funds and told to operate the schools, regardless of the demands and requirements of the schools. For the past several years, we have been forced to meet conditions produced by the war, wherein expenses for the operation of the schools increased nearly 100%, and as our State Constitution limited our income to the same amount received under pre-war conditions, School Boards and County Superintendents were faced with a condition wherein they had to decide whether or not they would try to operate the schools one-half time and track the law, or operate them full time and thereby create a deficit. Most of the School Boards decided to operate the schools full time, and it has become necessary now to seek temporary financial relief quickly.

The following are the remedies for quick financial relief, as I see it:

(1) A special act of the Legislature authorizing the County School Board to issue interest-bearing coupon warrants for the purpose of giving temporary financial relief to

those counties that need relief and apply to the Legislature for such relief.

(2) Amend the statutory law which prevents the borrowing of money to meet emergencies; however, I do not recommend this except as a last resort.

(3) Raise the valuation of both real and personal property in the State to a uniform amount, to be not less than fifty per cent.

I will have something to say later about permanent financial relief of the schools; but will not get away from the particular part of the program assigned to me.

I thank you.

TOPIC III—SCHOOL FINANCES.

(d) IS IT ADVISABLE TO ADVOCATE NOW THE RAISING OF THE TEN-MILL LEVY?

By SUPT. MISS AGNES BALLARD.

This is the period of readjustment; so why not look the school finance question straight in the face and plan an adjustment at once? The revenue from the present taxes is not sufficient for the increasing needs in educational facilities, but the productiveness of investments in Florida real estate is increasing in certain localities by leaps and bounds. As your income increases, you naturally incur greater liabilities; as your population increases, you incur heavier responsibilities. Can you run the increased school obligations on credit?

Increasing the district millage, as necessary as it is, will not affect large areas not in special school tax districts. Raising the ten-mill levy will take care of these undistricted regions. You may contend that there is no part of your county not in a special tax district. That is also true of Palm Beach County, but the budget for District Number Six, for example, is $1,695, which includes all expenses, salaries, transportation, etc., for carrying on two schools, one of which includes a senior high school. For salaries alone these two schools require $9,393.75. There is also a colored school in this district with six teachers, partly supported by special funds but drawing more than eighty per cent. of its maintenance from the general school fund. How can we meet the need?

How can we keep out of debt, to say nothing of more

teachers and more school houses in which to put the rapidly increasing enrollment of children? Also, with the advance of civilization we need accessories, school health officers, supervisors and agents to give every community a share in the general advantages of the county. These are economic investments. If our people want the State developed by our own people, they must give the children the best training that modern education affords.

Every banker whom I have approached agrees that it is not only proper but necessary for the reputation and continued maintenance of our schools to raise the ten-mill levy. We are beginning to realize what tremendous natural resources there are in Florida. We can never cope with the influx this is going to attract if we do not start in now for legislation to raise our school tax. It will take two or three years to get it at best, and if we wait until the next regular term of the Legislature it will mean not only two or three years longer for relief from a very embarrassing present condition, but absolutely no growth, but rather, a retrograde movement. I realize the force of the argument that there is a decline in prices that will affect every interest more or less, but we can match that with such items as depreciation of school property and equipment.

In raising the ten-mill levy we are not asking for funds for innovations. We are asking for operating expenses for a democratic school system throughout the county, and now is none too soon when one realizes how long it will be before the initial results will appear. It should be obvious to every taxpayer that he is serving his own interests when he pays a school tax. Therefore, raising the ten-mill levy for the general school fund is an absolutely progressive measure and should be made effective as soon as possible.

TOPIC III—SCHOOL FINANCES.

(e) WOULD A TEN-MILL DISTRICT TAX MEET WITH PUBLIC APPROVAL?

By SUPT. J. S. RICKARDS.

Yes, and no.

Yes, because our State Superintendent, ably assisted by Mr. B. B. Lane and others, educated the public to approve the

ten-mill amendment to the General Fund some few years ago, and one would naturally assume that a similar campaign could succeed with less effort now.

I say no, not so much to negative the proposition as to show that our fight is an up-hill one and our needs so immediate and great that we should have more to depend on than merely the chance of gaining the public's approval to a ten-mill tax in the special tax school district.

Less than two weeks ago a member of the Palm Beach County Board of Education remarked, in substance, that the problem of school finances is too one-sided and can not therefore be a business problem because the public makes big demands and pays but little for the education of its children. Personally, I feel that if the needs of the times and the opinion of wide-awake educators count for anything, the public has a right to demand more than it is getting in the way of education for its children. On the other hand, the problem should be made business-like by giving School Boards the power to raise sufficient funds, so long as their expenditure is properly safeguarded, without always being on their knees to short-sighted taxpayers in backward school districts—especially when many of such taxpayers do not have any children in school. In my county we have just completed a campaign of bond issues in all the special tax school districts. The members of the Board and myself worked day and night in certain districts to overcome bitter opposition that was led by taxpayers who did not have any children in school.

The whole situation resolves itself back to the conclusion that the public expects much and, if left to its own inclination, will pay but little. It is something like the story of the cabman who was hauling a very large lady passenger. When she alighted he requested her to descend to the street in the direction from which they had come. With some show of spirit she asked why this unusual request, and he replied:

"Because if my horse sees how much he's been hauling for a quarter he'll have a fit."

The time has come for us to ask the public to look at the size of the load we carry and give us authority to appropriate, as each year's budget is made up, sufficient funds to pay in full all the carrying charges of that load.

All of which then is to say that not only must we get the public to approve a ten-mill tax in the special tax school district, but also that we must get their approval for an increase in the general school fund. After we have completed our campaign for an amendment providing ten mills in the school districts and had it ratified by the State Legislature, each County Board and Superintendent must then make the fight all over again every two years to get the district to vote the millage. This some of them will not do unless you agree to eliminate domestic science, manual training, music and art, physical culture, consolidation into senior high schools, competent school supervisors, attendance officers, sufficient well-trained teaching force and other items needful to a full program of education.

Furthermore, I understand that some counties are not divided into special tax school districts. To such counties an increase from three to ten mills in school districts would bring no relief.

Mr. State Superintendent, upon occasions I have heard you refer with just pride to your efforts to furnish better schools for the boys and girls of Florida, who are dear to your heart. The citizens of this great State have done you honor for continuous service over a long period of years. The temple of learning in the State of Florida which your labors have established can not now rise to fuller and nobler proportions unless County School Boards are given the means of materially increasing their revenue.

Therefore, in behalf of the school boys and girls of Florida, I urge you to assume the outspoken leadership of, and this State Conference of School Officials to unanimously endorse, a State-wide campaign for constitutional amendments increasing the right of levy in special tax school districts from three mills to ten mills, and empowering County Boards of Public Instruction to levy as much as fifteen mills for the general school fund.

TOPIC III—SCHOOL FINANCES.

(f) NEEDFUL SUGGESTED LEGISLATION.

By SUPT. C. R. M. SHEPPARD.

I am expected in five hundred words to suggest the necessary legislation to relieve the various counties of Florida of

the present financial strain. This, you realize, I cannot do in so short a manuscript. The most I may hope to accomplish is to touch briefly upon the present financial conditions and suggest the legislative course which to my mind might provide the best and most effective remedy.

During the war and since, it is a well known fact that every large enterprise has been forced to face all kinds of abnormal conditions. The school system has been no exception. Every item entering into the construction and operation of a school plant has more than doubled in cost. Lumber and other building materials have increased from one to three hundred per cent.; a desk worth from $3 to $5 in 1914, now costs from $9 to $12, market price. Every item of incidental operation has doubled many times over. The inflated prices and high cost of living have not missed the teacher. Her salary has necessarily increased to make it possible for her to live under existing conditions. The demand for increased salaries had to be met, of course, otherwise our schools would have closed down. The only thing which the unusual conditions did not seem to reduce in its progress was the rapid increase in school population. Hence it is agreed that even though it was costing three hundred per cent. more to build than it cost in former years, schools had to be provided for Florida's school population.

To my mind, the last three have been the most trying years in many, for those in charge of the operation of Florida's school system. There was on one hand a very limited income, hardly sufficient to run some of the counties on a pre-war basis. On the other hand, one faced the constantly growing school population, and a greater demand than had ever been experienced before, for more and better schools, better paid teachers, etc. than had been possible on the same income before the war.

This period called for business and financial adventures which had in previous years been unknown to the safe, conservative business man. The public could not see and understand that the cost of school operation had increased with everything else, hence a constant demand was made upon Boards of Education to keep our schools on a forward movement with other business enterprises, regardless of the fact that the income was inadequate to sustain the progress. A

demand was made in very nearly every section of Florida that teachers be given better salaries. Whole faculties declined to accept appointment unless the demanded increase be granted. Some schools went untaught because of the inability of Boards of Education to meet the demand. This period called for and demanded action by Boards of Education with reference to scholastic matters in the same manner and degree, comparatively speaking, as was demanded of our National officials during this time, without regard to cost, but with an eye single to the saving of the Nation from peril. Business men, members of School Boards, were forced to lay aside their best business judgment and meet demands and incur obligations which they knew could not be met at the close of the school year. It seemed that this apparent reckless step must be taken, or allow the school system to sustain a blow which could not be measured in dollars and cents, and which it would take years to overcome.

I am ready to admit that this sort of procedure is not good business. Any one operating a private business, finding himself in such financial condition, would, I am sure, have closed up shop. But will the public allow its institutions to be closed for any reason? In my section of the State, the prevailing feeling and demand was that the emergencies must be met, allowing the future to provide for any obligations incurred. We are all ready to admit that it is not good business management to spend in excess of one's income, and yet we must agree that public opinion in this connection, and the demands which resulted therefrom, was not far from good business judgment after all, for is it not true that a failure on the part of school officials to meet the demand would have cost the schools of Florida more by way of a back-set, than it will now cost to liquidate the obligation incurred in the process? I believe that the fact that Florida has held up her educational standards more than offsets all present indebtedness when we look at the matter from a standpoint of school efficiency, and what that efficiency means from the State development viewpoint.

Summing the situation up, our condition is simply this: Florida is growing faster in population and in the development of public institutions than property values on our tax books at the present rate of taxation will support. The public

school system stands uppermost in the schemes of advertising the State and inducing the investment of Northern capital. Have the people any right to use the public schools as an advertising scheme unless a sufficient investment is made in the schools to make it possible to hold the standards and efficiency of the system up to the point represented?

Taxation is always one or more years behind development. Taxation for public enterprises is never accomplished until that enterprise has created the demand. In face of the demand created in advance of taxation for its support, the average public school official makes a frantic effort to meet the conditions, while support for the project by taxation is being sought, and as a natural consequence by the time the means are provided, the prices of development have advanced to the extent of creating increased expenditures, or what is commonly known as a deficit.

On July 1, 1920, twenty-two of the fifty-four counties of Florida owed more than a half million dollars on the 1919-20 school budget, under Chapter 6828, which these counties could not pay back at the end of the year, and so far as I can learn, this debt still exists. I have been unable to learn of the financial conditions of the other counties not included in this report. I dare say, however, if the entire floating debt of the various counties were correctly tabulated, it would be found to exceed $1,000,000. Out of the twenty-two counties referred to herein, eighteen continued to borrow on the 1920-21 budget without having paid the total amount borrowed on the budget of the previous year. This is clearly a violation of Section 1, Chapter 6828; however, my reference is by no means intended as a criticism; for, as a matter of fact, it seemed to be positively necessary in order to keep the schools going. My contention is, that the law should be so amended as to enable school officials to take care of such conditions without placing themselves in the light of law violators. Again, I agree that it may not have been the very best business judgment from a financial standpoint for the various School Boards to incur debt which they would be unable to pay during the school year, and yet I want to ask, what would have resulted had the school system been allowed to go back further in two years than it had come forward in ten? This would have resulted had those involved failed to meet the demands of the time.

To my mind, the county school debt created during these trying times is no reflection on the school official. If such a condition is to be accepted as a reflection, then the entire National Government stands in repute for the same reason.

When the war was started it was estimated that many billions of dollars would be necessary to successfully execute the conflict. The various departments estimated the cost in the beginning. The actual cost exceeded the estimated cost beyond any power of previous anticipation, and the people were called upon to pay the difference. As a matter of fact, during these uncertain times, no man, or set of men, could estimate the actual cost of a project in the beginning, the cost estimated to-day doubling tomorrow. I therefore contend that the school authority who has been a party to the creation of public debt for the support of the public school system is no more guilty of the exercise of poor business management than are the President of the United States, his cabinet, and members of Congress. If one is guilty, all are guilty, for all were engaged in a battle to maintain standards of freedom and democracy.

I have reviewed conditions in a general way, and stated my opinion as to the causes of the same. It is plain therefore that we have two distinct problems to solve, and they are these:

First: Revenues for the support of the schools of Florida are insufficient to maintain the standards and produce the efficiency expected and demanded by the public. If the public has a right to expect and demand one dollar and fifty cents worth of development and efficiency on an investment of seventy-five cents, then I have no more to say. If the public has no right to make such a demand, then one of two things must be done—a general retrenchment program entered into throughout the state, or something must be done to increase revenues to meet the existing demands.

Second: The various School Boards of the State owe to banks in the State no less than a half million dollars, borrowed in good faith, for the operation of schools during the war and reconstruction periods. A portion of these funds was borrowed illegally, in that additional funds were borrowed on the 1920-21 school budget before loans made on the 1919-20 budget had been paid. If the Nation can be justified in re-

pudiating its debt created during the war, then the various counties can be justified in repudiating their debt to the banks of the State made during the same time for the support of the public schools. If the Nation has no right to repudiate its debt, then we contend that the various counties of Florida have no right to repudiate theirs. It is therefore clear to me that something must be done to legalize, or validate these obligations for the protection of the banks, as well as for the protection of the school system of this State, and make some provision for the retirement of the obligation.

As a means of providing adequate revenue for the support of the school system, and for the gradual retirement of the present floating indebtedness of the various counties, I would suggest the following legislation:

1st. The submission of a constitutional amendment raising the maximum levy in special tax school districts from three to ten mills.

2nd. The enactment of a law, or submission of a constitutional amendment, as may be necessary, increasing the per capita tax from $1 to $3 per year, and providing a penalty for the non-payment of the same.

3rd. The enactment of a law requiring County Tax Assessors to assess all property on a basis of 50% of its cash value.

4th. The enactment of a law directly appropriating a half million dollars for the development and support of common schools of Florida. If unconstitutional, then an amendment to the constitution.

5th. The enactment of a law legalizing or validating the debt of the counties of Florida as of July 1, 1921, and authorizing the School Boards of such counties to issue on that date ten-year time certificates in liquidation thereof, such certificates bearing interest at the rate of 6%, payable annually, and maturing 10% of the total amount issued, annually, beginning July 1, 1924.

6th. An amendment to Chapter 6828, removing the clause prohibiting the borrowing on a succeeding year's budget until the debt of the previous year is paid, but restricting the total borrowing privilege to 75% at any one time of the total budget of the county for the current year.

It may be that the legislative program which I have suggested involves more than we may hope to accomplish. If so, let us concentrate upon those suggested points which seem to offer the quickest and most effective relief. It seems to me that the suggested legislative program when put into execution will provide the necessary funds for the operation of our school system, and to enable those counties now in debt to pay out in due course of time. It is a dead certainty that our schools must be kept going, not merely in operation, but in the general trend of progress. To do this, more funds than we are now receiving must be raised. Certainly something must be done to legally acknowledge the county debt to the various banks of the State and to provide some means for the payment of the same. Chapter 6828, it seems to me, must be amended in the manner as referred to above, or we may expect increased disregard of the law, and a general violation of the same.

I have studied this question for the past year, and have discussed it with many men of long and large business experience. If the remedies proposed herein will not cure the situation, I am ready to confess that I do not know what is to be done, or how the State School System may be saved.

Topic IV—Teachers' Examinations.

(a) Comparative Merits of the Present and Former System.

By Supt. Chas. M. Fisher.

Under the former system, all examinations were held simultaneously in all the counties of the State, in June and in September, under the direction of the County Superintendents. Usually someone was deputized to give out the questions, watch the applicants, and collect the papers. A committee of teachers sat somewhere apart in secret session and graded those papers. A member of this grading committee did not know whose paper he or she was grading, or, at least, was supposed not to know. The applicant passed or failed solely on the merits of the paper handed in.

While the questions were uniform, the system contained the following weak and objectionable features:

1. County Superintendents varied widely in the carefulness with which they conducted those examinations.

2. Deputies varied still more widely in their care to avoid deception, cheating and partiality.

3. Members of grading committees varied greatly in efficiency themselves and in the seriousness with which they passed on the papers coming to them. Too often the really strong, experienced teachers of a county were not available in June and September to grade papers at two dollars ($2.00) per day. Too often young, inexperienced members of grading committees were used to pass on the papers of college-bred and professionally trained teachers—and "flunked" them because their answers did not coincide with some particular text.

4. The examination gave no clue of the applicant's efficiency as a disciplinarian, a community worker, or a social mixer.

5. Too frequently copies of the examination questions became mysteriously circulated in advance, causing whole examinations to be thrown out and thereby working hardship, injustice and jeopardy to all innocent applicants.

Two good points of the former system as recalled by the speaker were these:

1. Applicants knew exactly that certificates were necessary and that the spring-term normals and the mid-summer normals were good training mills in which to prepare themselves. This was conducive to a more or less high professional spirit and a respect for school officials and school laws.

2. The expense of conducting those examinations was not nearly so great per applicant as under the present system; but this point is not urged by the speaker in view of the degree of superiority the new system has in most other respects over the old.

THE PRESENT SYSTEM.

Under the present system there is an examining committee composed of three eminently successful and well qualified teachers, and this committee travels from county to county, holding an examination somewhere in the State, according to a pre-arranged schedule, once each week throughout the year.

This system, although not perfect, has the following advantages over the old:

1. While it is not exactly uniform in its questions, it is uniformly administered to all applicants in the State.

2. The tendency to partiality is practically eliminated.

3. The questions are more general, thus drawing out the applicant's general knowledge of a subject and giving him or her a chance to exhibit more exactly the ability possessed to impart it.

4. Part of the examination is oral, thus giving opportunity to display the applicant's personality and poise, manner and readiness of speech, and native ability.

5. Applicants arriving in the State during the school season are enabled to take the examinations and thereby legally supply the demand which the summer cannot fill. This is especially advantageous in those counties where the winter population is greatly increased by the tourists.

6. Applicants may try again, in case of failure, within a very short time and thus avoid losing a year or half-year of legalized service.

BAD EFFECTS OF THE PRESENT SYSTEM.

1. The fact that the examination is generally held during the school time disrupts the school for a part of the week the committee is in any particular county or adjoining county.

2. The present system costs more per applicant to examine than the old, but this could be easily remedied by raising the fee or by assessing a license fee similar to that paid by other professional practitioners. However, the speaker does not advocate this increase in fees.

3. The fact that teachers are permitted to begin teaching on the promise of taking the examination, and the fact that the opportunity recurs two, three, or even four times during a season, helps the non-certificated teacher to procrastinate and ultimately dodge the examination altogether. But this condition is not really a fault of the system but is only an incident to it. The frequency with which examinations are held in the same section of the State would be an advantage if the law were strictly and rigidly enforced.

Topic IV—Teachers' Examinations.

(b) Is the Standard of Teachers Being Raised or Lowered?

By Principal R. M. Evans.

Consideration of the question of raised or lowered standards of teachers involves questions of salary, supply and demand, cost of living, social recognition of teachers, and tenure of position. We cannot expect high standards of efficiency if salaries are low, nor can we expect good results where the teacher does not remain in one position long enough to identify herself with the community, and gain the respect and good will of patrons and children. Standards of efficiency are raised by growth of the intellectual and spiritual powers of the teacher, but if the income from her labor is merely enough to provide a meager subsistence surely we cannot expect that freedom from care which is so necessary to growth along professional lines. Books and magazines must be read, summer schools must be attended, recreation must be had by change of scene and contact with the best in science, art, literature, and drama—all this, and more, must be done if the teacher is to come to her work refreshed and charged with energy to cause our children to drink from "living springs" rather than "stagnant pools."

"We never have had an adequate number of well-prepared teachers for the schools in the United States," said Commissioner of Education P. P. Claxton in a recent address, and surely the statement as applied to the whole country is doubly true of Florida. Efficient, well prepared teachers have always been hard to get, but within the last five years it has become almost impossible to fill our schools with any teachers at all, to say nothing of good ones for all positions. The best of our former rural teachers have migrated to the towns, and the best of those in towns have gone to the cities.

The United States requires 80,000 to 90,000 new teachers each year, and Florida 800 to 900. The teacher-training schools of the nation are furnishing less than fifty per cent of the necessary new teachers each year and all the teacher-training agencies in Florida combined do not give us more than twenty per cent of the new teachers we require. We get

what we can from other states, but our examination requirements are so severe that many good teachers who have valid certificates in their home states refuse to come here and stand our examinations, and I for one do not blame them. The time has come when we must recognize the fact that we do not possess a monopoly on proper certification of teachers, and we must extend the courtesy of recognition of valid certificates to states maintaining school systems equal to or better than our own. Do not for one moment get the impression that I would lower our standards, for that is foreign to my thought. A law ought to be enacted making graduation from a high school on the Southern Accredited List, supplemented by two years work in a standard normal school, the minimum of preparation for all teachers entering the profession in Florida. To prevent hardship in the administration of this law, it should be gradually put into operation, so that its complete force should not be immediately felt.

But let us come back to the question: "Is the standard of efficiency of teachers being raised or lowered?"

Before the World War the normal schools of the country were practically full of prospective teachers and there was a noticeable upward trend in the efficiency of teachers; but since 1917 the teacher shortage has been acute and of necessity standards have been lowered. Anxious superintendents and principals have scoured the country, and have literally "gone out into the highways and hedges and compelled" the "teen-age" girl, the unprepared, the married woman who once taught, and just anybody to come in and "hold down" the jobs —all hoping for a better day when normal conditions shall be restored. For more than two years the war has been over, and business conditions throughout the country are becoming stable, but no very perceptible relief has been seen in the teacher shortage situation. So much has been said about the poor pay of teachers that many who would have become teachers have been frightened away, not that we can blame them, but, at the same time, the propaganda used for raising salaries has worked serious hardship for the time being on the cause of education. Increase in salaries has been made in most places, but before actual and lasting relief can come existing salaries must be more than doubled and something like uniformity of compensation in city and rural schools must

be provided. The people of Florida can and will pay for the education of their children if they can be assured that educated, refined, trustworthy and capable men and women are to be placed in the school rooms.

The efficiency of thousands of our present teaching force is at a low ebb—lower than it has been for many years—but the situation is not entirely hopeless. Public opinion is beginning to realize that what is worth while in education costs money and that there must be an entire re-adjustment of taxation to meet school needs.

Let none but the fit be allowed to enter the school-room as instructors, and let the public pay adequately for education; then will the best of our young men and young women be willing to take up as their life-work the noblest profession open to mankind.

Topic IV—Teachers' Examinations.

(c) An Ideal System for the Examination and Certification of Teachers.

By Principal P. H. Hensley.

A strictly ideal system is perhaps not to be found in actual use. Our attempt then is to indicate the system that embodies in practice the features found to offer the greatest advantage and is productive of greatest efficiency in the task of securing an adequate supply of properly qualified teachers.

An ideal system in this sense is not likely to be the cheapest in money cost. Here, as elsewhere, the best is the most economical in the end.

Our present inquiry, then, is what are the features demanded in an ideal system? The answer must cover these two points—examination and certification—and to some extent they must be considered together, the latter being the formal and official recognition of the fitness discovered by the former.

Examination is for the purpose of bringing to light native ability and special training, requisite knowledge and experience. An examination that aims to discover merely what a prospective teacher knows without regard to natural ability to teach a subject, is defective. Just as faulty is one that is satisfied with a term of experience without taking into account

training that gives added value to knowledge, experience and personality. An ideal system will be comprehensive enough to include all these elements in a teacher's examination and give due weight to each.

Again such a system must be progressive. It must keep abreast of the times in scope, in methods, in efficiency and in its demands for progressiveness on the part of those seeking to qualify as teachers or to renew their certificates.

Moreover, an ideal system should be flexible enough to adapt itself to those applying for the first time as candidates for the profession as well as to experienced and trained teachers whose fitness is beyond question. No other feature of an examination system is more difficult of solution and satisfactory adjustment than this.

The aim of an ideal system should be quality, not numbers, however badly they may be needed.

There may seem to be ample justification for seeking to fill vacancies and supply an unprecedented shortage, but it is difficult to count the price of such a course or to extricate ourselves from its consequences.

In the matter of certification in particular, the soundest conclusions from experience and opinion would delegate this authority to the State rather than to the county or other subdivision. This is called for by the demands of economy, uniformity and reciprocity.

It seems only fair to recognize as far as possible teachers' certificates granted in other states and still in force, provided they are of the same rank and cover the same ground as those sought.

The grounds for extension and renewal of certificates should be growth and proven ability on the part of the teacher. Perhaps it would be feasible to have a certificate bear the successive endorsements of school officials as to certain points during each term of service, and to let such grading have some weight towards extension and renewal.

In short, an ideal system is the one that moves forward with new conditions, giving credit for past attainments as well as demanding increased ability and new achievements on the part of the teacher.

Topic IV—Teachers' Examinations.

Discussion,

Opened by Miss Clem Hampton.

Miss Hampton opened the discussion by saying that she desired to talk with the superintendents, especially the new ones, about arranging for the examinations before the Board arrives at a place. First, that the examinations should be advertised, and she approved the plan which some county superintendents had followed of telling the teachers just what to bring for the examination and just what not to bring. If the examinations are advertised several weeks in advance, the teachers could not come up with the excuse that they did not take the examination because they did not know about it. Tell the teachers to bring pen, ink and paper, pencil and tablet, and not to bring any text-books of any kind, dictionaries, maps, or anything. In arranging for holding the examinations, when school is in session, they can be held in the court house if the proper facilities are provided, plenty of planks and tables. She said the Board had rather not hold the examinations in the school house when school is in session on account of having to hold the examination for colored applicants in another part of the town, which makes it hard on the Board; whereas, if the examination is held in the court house, rooms can be arranged for both races. She asked the superintendents to please not wait until the morning of the examination to send to the mill and get planks and to send to the furniture store and get tables, but have this all done the day before the examination is to be held. Make arrangements for all the applicants in his own county and a good many more, and leave some planks for those who may come in late. Blackboards are needed at all times, one for white and one for colored applicants. The blackboards are absolutely necessary, because the questions are not printed. She said the Board wants the superintendents to be there while the examinations are being held; their presence and help is of great assistance to the Board. She also asked that the superintendents keep plenty of schedules and lists of books on hand; these can be obtained from the office of the State Superintendent, and also to get acquainted with the law sufficiently to answer some of the questions and thus save the Board much needless cor-

respondence and the applicants time in having their inquiries answered.

Supt. F. A. Hathaway continued the discussion by saying that this question is a very vital one. He said he is in thorough accord with Supt. Sheats in his efforts to hold up the standards and to enforce the law, and that he knew there was danger in permitting people from other states to come into our own state. We are peculiarly situated in that respect. We have a very mild climate, one that appeals to people in the northern and western sections of the country, especially to those who have lung trouble and other contagious diseases, and it certainly would be very unfortunate if we threw down the gap without any restrictions and permitted those people to enter our schools; however, he thought we need not fear competition from other states so far as a flood of teachers coming in and pushing out our own teachers, because the records at Washington show that the scarcity of teachers all over the country is very acute. He had for years stood for some sort of reciprocal relations with other states in the matter of teachers' certificates, had made a careful investigation and found that there are only three states which do not have some form of extending that courtesy to other states. He believed we could safely work out a plan whereby this could be done and our small number of teachers in Florida added to. He agreed with Mr. Sheats that we get culls from other states; he gets them in Jacksonville and has to fire a good many. They come and want to make our schools a convenience to make enough money to live on in Florida during the winter months and then jump up and leave us. But there is no getting around the fact that we are short of teachers. We may be getting culls, but he was not certain but that we get more culls by restrictions than we would get if we were more liberal. Teachers do not like to take examinations, and he would like very much to see the next Legislature enact, or amend the certification law so that licenses issued in other states that maintain reputable standards could be recognized in Florida, and he was attempting at this juncture to ask for an expression from this body of county superintendents. It is for us to take the lead. He said he had served on the legislative committee at Tallahassee for a number of years, and the members

of the Legislature naturally, as a rule, look to the school men to blaze the way, and if we oppose the extension of recognition to other states, the Legislature would oppose it, and if we favor it and believe in it to the extent that we are willing to advocate it, he would like to incorporate it in the legislative program. He said that he takes gladly all the teachers the State institutions recommend, and had rather have his own people if he could get enough, but he could not get enough teachers if he took every one turned out at Tallahassee and Gainesville. He said we have no more right to erect an educational wall around this state than we have to erect a commercial wall. He then moved that those in favor of this State's extending recognition, with proper safeguards as to health, etc., to teachers' certificates of other states of equal educational standing to Florida, should so signify by standing.

Supt. E. R. Simmons spoke in favor of giving applicants for Second Grade Certificates who make sufficiently high grades an opportunity to take a First Grade Certificate by later taking the two additional subjects which are required and not having to take the eleven subjects over, as applicants for State Certificates are given a year in which to complete their examinations.

Topic VI—Pensions for Teachers.

(a) Reasons Why Teachers Should Be Pensioned.

By Supt. E. B. O'Berry.

Supt. O'Berry of Pasco County was called on to speak on (a) Reasons Why Teachers Should Be Pensioned, in the absence of Principal P. W. Corr of that county.

Supt. O'Berry said he would say a few words as to why teachers should be pensioned. He said that teachers are a class of people who live long, work hard, and die poor. They should be pensioned for the reason that it is the only hope they have for a rainy day. "A rolling stone gathers no moss", and certainly the public school teacher is a rolling stone; he rolls from this place to that and really has no home. He never accumulates anything and lies down and dies poor. After he has spent years preparing himself for a teacher, and has given

the best years of his life in the school room, he is called upon to step aside and let some one younger than himself take his place, and he is neither prepared nor qualified to make a living in any other way. He contrasted the salaries paid negro firemen and brakemen on railway trains with the salaries paid high school principals, showing that the trainmen draw $50 or more a month above what the average principal draws, and the trainmen draw their pay while learning their jobs, while the principals spend years in school training and qualifying for their work, paying all their own expenses, and then are not paid enough salary to be able to support their families and lay up anything for a rainy day. Other states are awake on this subject and are pensioning their teachers. He believed that we should have a Teachers' Pension Law, but it should be drawn in such a way that the teacher would be required to spend a certain number of years teaching in this State, and not be allowed to spend his best years teaching in another state and then come to Florida in his declining years and teach a little while and then draw a pension.

TOPIC VI—PENSIONS FOR TEACHERS.

(b) NECESSARY STEPS TO SECURE SUCH A LAW.

By PROF. W. A. CATE.

Assuming that it is right and desirable that teachers should be pensioned after a definite amount of service or on attaining a certain age, how is this to be brought about? What are the steps necessary to secure the desired end? We live under a democratic government. This is equivalent to saying that if the people want any particular law, they can have it. Then whenever the people really want the teachers to be pensioned, they will be pensioned. The question then resolves itself into this: How can the public be made to want this?

I think there never has been a time in the history of education when the public have recognized the claims of the teacher as they are recognizing them today. Magazines and periodicals of all kinds are giving much space, editorial and other kinds, to this subject. There seems to be a general waking up to the fact that teachers as a whole have been very

poorly paid and that they should be better provided for. I think the public is beginning to see the real significance of the teacher's work. They are beginning to realize that the teachers of this nation are an essential part of all that stands between us and anarchy and bolshevism. Whenever the teacher's real place in a democracy is fully realized, it will not take long to discover that our present tenure of office in the profession of teaching is entirely too short to enable the teachers as a whole to render the kind of service that is needed.

It has been estimated that the average tenure of public school teachers in the United States is three years. For the public to allow this condition to exist is an economic crime and a crime against democracy.

In educational circles, that is among teachers, the problem how to change the "job" of teaching into a life work which would be recognized as a "profession" has been long discussed. To secure in the teaching profession men and women of ability, and to hold them as in other established professions, it is universally agreed among educators, that there must be higher standards of teaching, higher salaries, a secure tenure, and adequate pensions for teachers. This I say is the almost universal agreement among educators.

Now is it too much to hope that the public having begun "to sit up and take notice" will look long enough to see that if the nation is ever to be supplied with schools that will meet the demands of this age, teaching must be made more of a profession than a mere job, and that some means must be provided to bring about the desired end. It is hardly conceivable that in the search for these means any one of the first three things above mentioned; viz., higher standards of teaching, higher salaries, and a secure tenure should be omitted or regarded as non-essential. Now I believe it will be admitted that an adequate pension for teachers will be an effective factor in securing the other three and I believe that whenever an awakened public get to looking into these things they will see their importance and demand such legislation as will secure them.

Therefore the steps necessary to secure a law pensioning teachers, are agitation of the subject, and the education of the public to the advantages of such a law.

Topic VII—Negro Education.

(a) Is Proper Encouragement and Aid Extended It by County School Officials?

By Hon. W. A. McKenzie,
Chairman Board of Public Instruction of Lake County.

Mr. McKenzie said that he did not know why he was chosen for this subject; probably it was on the principle that the "first shall be last", as he knew as little about it as any one in the State. He said it seemed to him that this is a most important subject. The negro was taken out of the voodism and the traditions of his native jungle not many generations ago and thrown sprawling, as unfit as a jelly fish, into the sunlight of civilization. For a time he occupied the position of a servant of the white race, but as a result of the war, he was taken from that position and given the right of citizenship, a position which he was totally unable and unfit to fill, and which, I regret to say, he has not so far shown himself fit to fill; however, we face the fact that he is given the right to citizenship whether or not he is fit for it, and it becomes the duty of the educators of this State to adopt measures and methods to fit him to fill his position as a citizen in such a way that he will dovetail in with the white civilization, and cause the white civilization as little trouble and expense as he possibly can.

Mr. McKenzie said he realized that this question is loaded with dynamite, but he wanted to speak as a Southerner; although he was born in the North, his people owned slaves in Kentucky. He believes that more is being done for the negro in Florida than some of the other Southern states have done—for instance, Mississippi and Louisiana. He is an incubus upon the white race; the negro is our burden. We have thought we need him, and perhaps we do, but he is becoming more a burden and will become more so unless we educate him for his proper place through our public schools. We have done something for him; we have gone far according to our light, but we have adopted no systematic methods or plans for the education of the negro. His education should be different from that of the whites. In his opinion the negro should receive a first-class education to the eighth grade, and along

during that time, and after that time, he should be given vocational instruction, and running through this educational program there should be instruction along the lines of thrift, industry and morality. As you raise the morals of the negro, you are benefiting the white race as well; if you teach industry, you will have better farm hands and laborers; if you ground the germ of thrift in him, he will get away from the idea that if he has a quarter he does not want one and if he has a week's wages on Saturday night he will not come to work the next Monday morning. If he gets the idea of saving, he will get the ambition to add to his savings and will not lose so many days as your worker.

We have been giving the negro any kind of a teacher. In looking over the reports it is found that some of them have been paid as low as $14 and $16 per month. How are you going to raise the intelligence of your negro if you give him a teacher so poorly paid that he can have no interest in or respect for his work, when he looks around and sees the ditch digger, the bricklayer, the orange picker, etc., paid five and ten times as much as he is receiving? The negroes chosen to teach the negro schools should be selected very carefully along certain lines. If you take as teachers any kind of riff-raff, irrespective of his or her morality, and put them over the negro schools where they may inculcate their ideas of law and morality, they may return to you as a crop of dragon's teeth which have been sown by you. Throughout the war, in Lake County, we had the agents of Bolhsevism and Hunnism among the negroes, and it was only because the negroes of Lake County have been fairly well educated and brought in rather close touch with the white citizenship so that they understand each other, that we did not have considerable trouble. This is not the talk of an alarmist; it is the fact. He said he was mayor of Leesburg and knew the problems with which they had to deal. We are facing problems just as serious today. The agents of the I. W. W., of Bolshevism and Anarchy are trying to put wrong ideas into the negro's head, and if you have teachers that are absolutely ignorant of these forces, and even if they know, are careless and easily influenced by such propaganda, how on earth are you going to stop the progress of these vicious forces among a race that at best is in its infancy, intellectually and morally. Just behind the

negro race there still hangs the gruesome shadow of the jungle, just beyond his hearing are the sinister voices of that jungle, and if you do not train his intellectual hearing to hear the higher notes of civilization through thrift and citizenship, he will hark back to his tribal customs and savagery, and there will be trouble between the races for years to come. We will never prevent the unfortunate occurrences due to the negro race except by careful education, with a distinct separation of the two things, social equality and education, drawing the line sharply. If we bring our schools up to where they educate the negro along these lines, educating him to know and take his place as a useful citizen among us, we will have accomplished much. Upon us rests the responsibility of making the negro fit to live by; he is with us and with us to stay, and we must live up to our responsibility to him for our own self-protection.

Topic VII—Negro Education.

(b) Needed Reforms; the Use of Cooperative Funds Now Available.

By State Agent J. H. Brinson.

Reforms: These, in negro education, as in white education, should be suggested by, promoted by, and carried through, by its friends—not the enemies who would destroy or cripple it.

If I were to state the most urgent need of negro education I would say that it was the necessity for sane, sober, interested consideration of the subject by our thinking white people. This would result in thoughtful and interested action by our school officers.

The first reform needs to come in the attitude of our white people and white officers toward the general subject of negro education.

In far too many instances there has been an attitude of carelessness or cold indifference bordering upon willful neglect upon the part of school officers.

Just here, however, I must say that in practically every case where in the discharge of my duty I have approached superintendents and board members, I have found a polite and kind and sympathetic attention upon their part and a desire

to take as good care of their negro schools as the means at their command can allow.

The negro question is one that we cannot permanently evade, ignore, nor suppress.

It is with us and will ever be, and it is the part of the best of us to face it as frankly, as sanely, and as justly as possible.

Assuming that our school officers and leading people are favorable to a fair treatment of the negro in school matters, let us suggest some reforms:

1st. It is necessary to offer salaries with the purpose of securing teachers instead of purposely fixing salaries with the purpose of NOT securing teachers.

2nd. The terms should be made of sufficient length to accomplish some real educational good for the children.

3rd. The supervision by the school officers should be of a thorough and sympathetic character. It is too often the case that they are given just as little as possible, and that little is practically wasted for lack of inspection and supervision. I have even heard it suggested that occasionally there is a superintendent who is politically afraid to be seen going into a negro school house.

4th. The buildings and equipment for negro schools are frequently totally inadequate for their purposes. It is too frequently the case that the children are densely crowded into space that will hardly hold them and then furnished the most meager teaching helps.

Probably the most immediate and urgent need of the negro schools, the same as that of the white, is a reliable body of competent teachers. This we can never have for either without a sustained salary schedule that will be attractive to people of good ability.

A suitable teaching force cannot be suddenly assembled, no matter how much money may be suddenly available.

It takes time to build a teaching force, but it does not take much time to scatter one when conditions become unfavorable or unbearable.

5th. The compulsory attendance law should be rigidly and reasonably enforced with the negroes as well as with the whites. If he have but four months of school he should be made to take full advantage of it and the school be made just as efficient as possible.

The only source of permanent improvement for the negro is through the white people among whom he lives and the only way that the white people can reach him in a regular and permanent manner is through their regularly elected and legal channels represented by the school officers of the county and State.

We may as well accept it as final, that the negro represents about one-ninth of the population of the United States—he is here, and he is here to stay. Your children and mine and his and our posterity for all coming generations are going to have to occupy the same country and mingle together in all the various relations that thrust themselves upon us.

It is self-apparent to any thinking person that the better negro we can make of him the better it is for ourselves and the country at large.

It is fundamentally and everlastingly true that we can never elevate the white man by holding the negro down.

Now, assuming that all of us feel a sense of responsibility for him and toward him, I am glad to say that I am in position to secure certain aids from sources outside of the State.

(Here followed an informal discussion of the Rosenwald Building Funds, the Jeanes Industrial Funds, the Slater Funds, and the aids from the General Education Board.

Reference was made to a leading editorial in the Florida Times-Union which quoted from and discussed an editorial from the Tampa Tribune on the Negro and his work. These editorials from these two leading papers of the State were of an exceedingly encouraging character in which they unequivocally championed the education of the Negro.

At this juncture the speaker presented Hon. S. L. Smith of Nashville, Tenn., director of the Rosenwald Building Funds, who discussed in detail the distribution of these funds and the work at large in the Southern States.)

TOPIC VII—NEGRO EDUCATION.

DISCUSSION

By SUPT. A. B. JOHNSON.

We have the negro with us and probably always will. What shall we do with and for them?

Dr. Monroe said at Tallahassee in March 1919, that "the negro child is precocious, smart and quick, but his cerebral

joints ossify at the age of fourteen (14), and his brain stops growing. His education should start at six (6) and finish at fourteen (14), when he is old enough to work."

Dr. Swearingen, of South Carolina, in his recent address at the Daytona Beach conference, stated that "statistics prove that 90% of the colored people of adult age possess only the normal intelligence of the ten (10) year old white child." Other sources of information tend to show that numbers of negroes, capable of higher learning, after obtaining a college training, proved to be brutes of the lowest order and that their education merely served as a means of development and glossing over of the savage instincts. Are these facts? Personally, I do not know. My experience with the negro has always been pleasant.

On the old Georgia plantation where a part of my life as a boy was spent, the darkies (as we call them) were very grateful for kindness shown, loyal to a wonderful degree, and when properly housed, fed, physical needs looked after, were a happy and contented people, taking no thought for the morrow, but doing well the tasks assigned for the day.

Since that time the negro has been given more or less of an education. With some exceptions, the negro of today does not deserve as much respect from the white race as of old.

I do not believe this is attributable to the education, but rather to outside influences of an insidious nature, such as political agitators and bolshevik labor leaders, who try to exploit the negro for their own infamous ends.

There is a paper called "The Crisis", published in New York by the "League to Advance the Cause of the Negro". In a recent issue there was an article which grossly exaggerated the election troubles in Florida, particularly at Ocoee in Orange County. They placed the blame on the whites and stated over fifty (50) negroes were murdered in cold blood, when the truth was found after an investigation by the grand jury that three white men were ruthlessly shot down in a cold, deliberate manner, while they as officers were on the eve of entering a house to arrest some negroes who had threatened the election officers. This trouble was started by the negroes and the evidence found proved that outside influences had organized and aroused them for a race war. This paper is sent broadcast over the United States and is read by

thousands. It should be suppressed or else censored by open-minded editors, who have the good of colored people at heart. If the present policy is not changed it will continue to foment race prejudice against the negro, for the South will never submit to social equality with the colored race.

If we are to help in solving this problem the negro must be enabled to learn to read, write and calculate in order to understand the simpler problems of every day life.

It is a fact that the relations between the intelligent and progressive white and the thrifty negroes have never been as good as they are today; then if they must be trained to desire improved surroundings and to strive for them, they should be provided with better buildings and equipment than most of our counties are able to furnish. It is practically impossible to do good teaching without desks, maps, charts, blackboards and other necessary school paraphernalia.

The schools provided should offer in addition to the conventional grammar school courses, training in industry, agriculture, domestic science, manual arts, and be conducted by conscientious and properly trained teachers.

In connection with the school work, a trained Supervisor of Social Service work should be provided and paid by the county.

In Orange County, we have such a negro woman who is a registered nurse. She inspects the school children, teaching health habits, home sanitation and first aid. She also visits the homes and has personal supervision of all tubercular cases. The colored physicians cooperate with her in the work.

Eliminate unhealthy and unsanitary conditions and we thus remove the most serious menace to the public health. A country's general health is no better than the health of all its inhabitants.

Where counties cannot provide all the means necessary for the carrying on of the foregoing, there are several cooperative funds available in addition to contributions that are willingly made by individuals who are deeply interested. Our county officials have approved of this and I earnestly believe that all county and State officials should render proper aid and encouragement to the colored race.

Topic VIII—Vocational Education.

(b) The Vocations That Should Be Taught.

By State Director T. H. Quigley.

Dr. Sheats has put me on the program to speak on "The Vocations That Should Be Taught". This is a very large topic and one that can be answered specifically only by considering the vocational activities of a specific community or a specific state. A vocational education program that would meet the needs of the youth of one state or community might not at all be suited to another state.

But that we may have a basis for this discussion, let me state the fundamental tenet of my educational faith:

"Expenditure of public money for education is justified only insofar as that education makes a better citizen of its recipient."

I cannot but believe that any educational system should receive public support only in the degree to which it stands this test. There is nothing new in this principle. You all remember how glibly, during our first lesson in pedagogy, we repeated to our professor the words of the text, "Education is preparation for life", without, at the time, or possibly since that time, ever pausing to consider what "preparation for life" really means. "Preparation for Life" means making better citizens.

How often we hear parents remark that they want their children to receive the "advantages of an education". If education consists solely in giving to any person a private advantage over his fellows, the expenditure of public money for such education should cease. But, thank God, that idea of education is passing away and in its stead is coming the acknowledgment that education is a public necessity. And as a corollary to that acknowledgment must be ingrained into the very being of all of us school folks, who live at public expense, the idea that we are public servants and are entitled to public respect and reward only as we serve the public, by giving to its citizens that education which will enable them in turn to render to their fellows their fullest measure of service, each according to his talents. This is vocational education and answers the question "What Vocations Should Be Taught?"

But to answer this question more specifically let us consider some simple statistics which I have tabulated. Basing estimates on the Federal Census of 1920 and the reports of the County Superintendents for the same year, there are in Florida between the ages of 14 years and 18 years 78,610 boys and girls out of school. The distribution is as follows:

Number of Boys and Girls not in School.

Ages.	White.	Negro.	Total Both Races.
Fourteen	2,719	7,576	10,295
Fifteen	4,421	7,949	12,370
Sixteen	8,195	8,418	16,613
Seventeen	10,501	8,522	19,023
Eighteen	11,689	8,620	20,309
Total	37,525	41,085	78,610

Florida compares very well in this respect with other states; but think of it—37,500 white boys and girls in the very formative period of their lives out of school—lost to the beneficent influences of our educational system. Our school statistics of the year 1920, I estimate, will show that only 45.1% of all children in Florida ever complete the eighth grade—by practically all educators acknowledged to be the minimum essential for citizenship. This awful condition is true of the whole United States.

What becomes of this host of immature boys and girls who leave the public school, poorly prepared for life, never to return? Investigations have shown that they drift from one occupation to another, in few of which do they receive the training that will enable them to render intelligent service, and to become productive citizens, doing their full share of the work of the world.

Experience has shown that the average boy who quits school at fourteen does so because he does not realize the necessity of an education. Constant shifting from job to job, and from job to no job, finally impresses on him the necessity of education. But then it is usually too late to return to school. He has grown up physically. The records of juvenile courts show that discharge, discouragement and despair are often the mileposts on the road to degradation.

It is during this period of drifting that the schools can save the boy as no other agency can do. It can help him to find himself. It can guide him on his way. Many states—24 in number—have passed part-time compulsory education laws requiring the attendance for a limited number of hours per year of all pupils under seventeen years of age upon a course of instruction suited particularly to their needs. In this way, the boy or girl may earn a living and at the same time be receiving an education. This education may be distinctly vocational or it may be a continuation of the education of the common schools. In practically all vocations there are vast backgrounds of related theoretical knowledge, necessary to the successful pursuit of these occupations. The part-time school can very well give instruction in this related matter. And this related matter, coupled with the everyday practical experience that the youth is receiving in his daily work, makes the intelligent, productive citizen.

Night schools have attempted to render this service. But the records of night schools show that the majority of night pupils are over 20 years of age. Night schools are attended largely by men and women who, by sad experience, have seen the necessity of an education. Let us get hold of the boys and girls before they have knocked about and have received bumps and scars that can never be erased.

Three years ago Congress passed a law giving grants of money to each state in aid of part-time education. This money is available to the schools of Florida. But in order to reach the greatest number of our children in this manner, it is necessary that some compulsion be enacted into law. I believe that the Legislature of Florida could render a much needed service to our State by enacting a law requiring the attendance of these boys and girls not otherwise attending a public school, for at least half a day per week, at part-time classes during their regular working hours. Compulsory night schools have never been a success. Working by day and going to school at night is too strenuous a program for immature bodies.

Vocational teachers are available for all subjects that a part-time school would be justified in teaching. Wherever a vocation is practiced there are competent men available to teach that vocation. Experience in the night schools of Florida has proved this. Funds are available. Let us use them to

enable our youth to render the greatest possible service to themselves and their state. There are already several classes of this type in successful operation in Florida.

Let us keep before us the thought that we as educators are the very apostles of service and that our function is to so inculcate these ideals of service that our boys and our girls, each according to his talents, shall do their full duties as citizens. High sounding, visionary and idealistic. Yes. But very practical and very workable. It is the presence of this very ideal that has accomplished all that is good in our school system; its absence has measured our failures. It was this vision of service and citizenship that in 1886 wrote the educational provisions of the Florida Constitution. It is this ideal that through these many years of strife and struggle has led on Florida's "War Horse of Education."

TOPIC VIII—VOCATIONAL EDUCATION.

(c) THE VALUE OF HOME ECONOMICS.

By STATE DIRECTOR MISS LUCY CUSHMAN.

I wish to discuss with you very briefly today the importance of training in homemaking; the aim of Home Economics instruction; and the duty of the Boards of Public Instruction in providing good training in this vocation for the women and girls of our State.

The importance of training for girls and women in the vocation of home making can be measured in a way by the number engaged in homemaking. The 1910 census shows that there are 44,500,000 girls in the United States. Further statistics prove that 80% of the women and girls marry and go into their own homes, and 90% do all of their own housework. Homemaking is the most conspicuously followed of all vocations. Farming comes next, but even that is made up of varied vocations. In planning then for educational work to meet the needs of the girl, homemaking training will find its part in the regular school curriculum. Homemaking education aims to prepare the girl for intelligent citizenship, to train her to do efficiently her work in this world. Most girls follow two leads during their lives—part of their time is devoted to industrial or commercial work, and part to home work. The education in Home Economics which the girl

receives in school may be vocational in that she will go directly into a home, or may be prevocational in that she may work, go directly from school into industry, and then at a later period go into a home.

In planning for definite aims for our work it is necessary to consider the group of people we are to reach. All girls and women can in general be divided into three groups: first, the woman in the home, and she is reached through evening class work; the second group consists of those in industrial and commercial work whose main object is to earn a living. This girl, although working, usually has some home duties. She is never freed from contributing her share of work for the family comfort. She needs training in health and home helpfulness. The girls in the all-day school make the third group. Some of these girls are in school because they are interested in higher education, others are in school just because they are sent there; while still others are planning to go directly into commercial or industrial work. Considering these three groups the general aim might be the same; specific aims and approach will differ.

In further discussion of the aim it might be well to consider at this point the question, "What is homemaking?" Upon analysis we find that it is a composite vocation made up of many jobs. In general it includes the following fairly separate and distinct lines of vocational activities: the care and rearing of children; the care of the house and its equipment; the selection, preparation and serving of food; the selection, care, and in some cases actual construction of clothing; the care of the health of the family. From this analysis then it would seem that homemaking training should offer opportunities for learning simple processes; to a certain extent develop skill; to train as managers of the home; to train for making selections for durability and comparative values; to develop the spiritual and aesthetic side of homemaking, and for the appreciation that all homemaking is not measured in labor and product.

We now come to the question of what is the duty of the County Board of Public Instruction in this phase of educational work. In the first place, I should say to provide for Home Economics instruction in the public schools and part-time work for the girls that have had to leave school before

the age of sixteen. The second point for your consideration is that the Home Economics departments should be organized to suit the needs of the girls as well as to school systems. I can give you many instances where the Home Economics teacher has been employed to teach the subject of homemaking and where time has been filled with other subjects so that she has very little time left for her own classes.

Many schools are for Home Economics only in the high school, but the question in my mind is what are you doing for the girl who drops out of school? This girl must be reached also. Very often Home Economics training for her may be vocational, as she will go directly into the home.

More emphasis should be placed on the well-trained teacher. We should emphasize the quality of Home Economics instruction. Teachers are now being employed with only summer training. Would you employ an English or Science teacher with this little training? We find teachers of this type who are making the departments popular, but are they really reaching the need of the girls?

In closing I would like to recommend the following for the Home Economics schools in Florida: First, to offer Home Economics in the eighth grade, and if more time could be given, to the seventh and eighth grades. If funds are available to give still more Home Economics work, it should be offered in the tenth grade high school. The second recommendation is that all high school Home Economics work should be a unit course and that one year's work should include all phases of homemaking, making it a well-rounded home course.

Topic IX—Rural Schools.

(b) The Standardization of All Schools Below the Junior High.

By Miss Amelia Kendall.

During the past two years, we have been experiencing an important step forward in the path of progress on the Florida school road. I refer to the standardization of the schools below the Junior High. It was a natural forward step after the adoption of the State Course of Study. If that course is

to be followed as the law requires, there must be some minimum conditions under which it is to be used. Would it be possible to have less than the State Department requires for a State Standard School? A safe, properly lighted, clean building, ample playgrounds with some shade or promise of shade, safe drinking water, sanitary closets, a few books, pictures, maps and a globe, an intelligent teacher, comfortable seats and desks for all, enough children to create interest and a school spirit, at least three-fourths of the children present every day, with each child having a stated time to recite each subject studied?

Is there any less than that which we can ask the taxpayers to give the teachers? Is it any hardship for us to ask or even demand that from them? I think not.

The next question that naturally arises is, how to secure these conditions where they do not now exist? My experience has been that in many cases it is only necessary to let it be known that something is needed and it promptly appears at the school, especially if the name of the school will appear in some state list. Then in some schools a little work has to be done. As in the case of one school, there were some logs in the back yard, making the danger of fire great. Often if the children are told about the state list, they at once make up their minds that their school must be on it, and if fifteen or twenty children make up their minds to anything, it is done. If the district is poor they will get up entertainments to raise the money. A school work will be called, the school house painted and tinted, yard cleaned and shade trees planted, a flag pole erected and the day close with a flag raising and a supper. All go home with an added feeling of ownership and pride in their school, a pleasant day well spent and another link in the community spirit which is after all the root of our whole rural problem.

I am not sure but this is the ideal way to bring about state standardization. Possibly an easier way is to interest the trustees in the project and if there is enough money on hand or sufficient credit at the banks, the needed improvements can easily be made. One school last year had a balance of six hundred dollars and there the needed improvements, which were many, were easily made, but the teacher being an unusually wise woman had the children do all they possibly could

that they would have the needed school and community interest.

Where there is a parent-teachers' association or some similar organization the problem of better school conditions is quite simple. As in the case of Orlando, where the associations are raising seven thousand dollars for school improvements.

If we go back a little farther, the great thing needed is for us to convince our school boards that each school must meet at least the conditions for a state standard school, and to assure every child and teacher comfortable, healthful surroundings and some of the tools needed for good work. We are all under a great debt to the far-sighted man who devised the happy plan of the Florida State Standard School list which is such a great help in securing school improvement.

I would suggest that the State Rural Inspectors inform all County Superintendents that next year they will not put any school on the list which is not following the State Course of Study, that is no child promoted unless he has successfully passed examinations in all work in his respective grade regardless of the number of years the child's name has been on the register, and thus in a measure do away with this illegal promotion prevailing in too many counties, and resulting heart-breaks if a child moves to a really graded school.

TOPIC IX—RURAL SCHOOLS.

(c) A SPECIAL COURSE FOR RURAL TEACHERS IN THE STATE SUMMER SCHOOLS.

By MISS CHRISTIAN MCDONALD.

Some one has said, "Civilization is no stronger than its weakest link. The weakest link in the nation's education and civilization is the rural school. If the rural school fails, rural civilization will fail; if rural civilization fails, American civilization will fail." Since I have been in rural school work I have made a careful study of conditions with a view to diagnosing the trouble and finding remedies.

The prime requisite for the rural school is a teacher—a true teacher, a teacher with a vision, one who sees the wonderful possibilities in rural school work, and above all one who can create in the children a thirst for knowledge. A teacher

who can organize and direct the activities in the community. Such a teacher can build up a modern, well-equipped school in every neighborhood and lead the people to endorse the most progressive measures in education.

But where is the teacher I have just described to be found? The young men and young women who are leaving our State institutions have for their goal the city schools.

Our State institutions should create a department for the training of rural school workers, and I am here today to plead for a beginning in this line. May we not, this summer, offer in our summer schools, courses designed especially for the rural teacher? May we not thus place the stamp of dignity upon this branch of our profession? Ultimately, we feel sure, a demand will be created for a course in Rural Education in each of our State universities which will be on a par with other educational courses now offered. Of course the method of teaching the various branches in our State Course of Study is the same for the rural and the city school, but the application is vastly different.

Some may say we have no need for such a course as long as rural teachers are so poorly paid and as long as no trained teacher desires to teach in the rural districts. I say for those reasons we need the department NOW. Why should the rural teacher be paid less than the city teacher? Possibly the salaries in the rural school are less because the teachers in the rural school are not as well qualified as those in the city. The salaries are not as low comparatively in the rural schools as some would have you believe. We have a number of positions in the one, two and three teacher schools paying from $90 to $175 a month. Very few untrained, inexperienced teachers get such salaries as these in the city. It seems to me we are making no attempt to give the country people even their money's worth. We are not treating them fair. Each year we are taking their brightest boys and girls into our normal schools and colleges, training them and encouraging them to take positions in the city schools instead of training them for rural school work and teaching them to appreciate country life. Florida is not alone in this. Seventy-five per cent of the normal students in the United States are taken from the rural communities and only 2 per cent sent back.

I believe this can be remedied when rural school work is put on an equal with high school work and primary work; when a rural school teacher is considered as great an educator and as great a leader as any city teacher.

I believe when we train teachers to do rural school work, trained workers will go into rural districts, take a pride and an interest in their work and not merely "keep school", as many of them are doing, while they get the necessary experience to make them eligible for a position in the city school.

The immediate results which we hope to accomplish if we can have a special course for rural teachers in the State Summer Schools are: to improve the present teaching force in the country schools, to get the teachers interested in their work, to create in them a desire to help themselves and thereby link the present with the future. For I hope the day when every teacher in Florida will have special training for the work she undertakes, together with a thorough knowledge of the subject taught, is not far away.

In this summer school course, a course in Rural Sociology would do much to broaden the vision of our teachers.

We should also have a course in Country School Management. In this course the teacher should be prepared to meet the problems which confront them in the school room. Give them some practical lessons in community organization and leadership. We who have taught in the rural schools know that discipline only becomes a problem on the school grounds, therefore we should teach them some games so that by supervised play teachers may be able to meet this problem. The planning of a schedule and seat work for a one, two and three teacher school should be gone into with these teachers. The requirements of each grade as outlined in the State Course should form a part of the curriculum. The plan for standardizing rural schools should be discussed. Florida School Law should also be studied.

The third course, and possibly the most important, would be a practical course in methods in teaching the common school branches. These methods should be presented by explanation and demonstration. The instructor should explain to the teachers how they may teach text books in terms of the lines of the boys and girls by correlating school subjects

with country life. The one at the head of this department should be a person with keen insight, so that she might study each teacher and her need, with a view to helping her. Endeavor to have her read some good books and magazines while in school; in short, do everything possible to help these teachers broaden their vision and to put them in a position to help themselves after they leave school.

Such a course will, I believe, improve very much the personnel of our teaching force and help to keep some of the best teachers in the rural schools. If this course is followed up by a broader and more extensive course in our State College and University some of our best trained teachers will go into rural school work, but until this is done I am afraid our rural schools will continue to be "practice schools."

Topic IX—Rural Schools.

(h) Annual Convention of County School Officers.

By Supt. J. J. Kennedy.

I came into the office of the County Superintendent of Walton County in January, 1917. I tried several unsuccessful methods for better cooperation of the people and local school officials throughout the county.

As it is customary to maintain summer schools in Western Florida I decided to call a meeting of all the supervisors and trustees for a one-day session, to discuss school matters in a general way. The response exceeded my fondest expectations. The Hon. Shelton Philips, Rural School Inspector, was with us for the day. Practically every white school in the county was represented. The results were astonishing and meetings have been held annually since that time. We now have a complete county organization with the officers elected by this body to handle all business that comes before them. The President through the Secretary, who is also secretary to the Board of Public Instruction, calls the convention into conference annually for the discussion of the work for the ensuing year. I ask the supervisors and trustees to call a meeting of the patrons of their respective schools, decide when they would like to have their school start, select a suitable teacher if possible, make a list of repairs necessary, also other supplies necessary in a material way for the success of the

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(h) ANNUAL CONVENTION OF COUNTY SCHOOL OFFICERS.

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school for that term, have it neatly copied and when a report is rendered from that school to file same with the secretary for the guidance of the County Board in making its budget and appropriations. We also give them a statement of the financial condition of the county. Another problem we solve right here is getting the itemized estimates of trustees properly filled out and signed, also give them (the trustees) a statement of the amount of money collected in their district the past year and what to expect the following one.

One of my reasons for this organization is that it is in harmony with a fundamental necessity for the evolution of citizenship. I refer to the "get together idea". We as County Superintendents do not mix enough, nor do we get together enough with the country people to bring about the reality of the brotherhood of man. I believe that two-thirds of our troubles are due to misunderstandings, that are avoidable if we could only know what course to pursue. I always feel that I have discharged a duty when I place the responsibility upon the local school officials of seeing that the patrons of the schools are organized and that they (the people) are represented at the county meeting. The average citizen unfortunately is usually too busy with his own affairs to pay much attention to the public's, or even to the affairs of the public's children. At rare intervals the public conscience has been aroused and the thought of the individual has been diverted from self for the good of all. These meetings raise the morale of local school officials, give the teachers notice that they are informed and organized, and quicken the interest of the people and give the county school system a better working plan, by keeping in direct contact with the different schools through their respective representatives.

Topic X—County Superintendents.

(c) Indispensable Duties Relative to School Laws, Teachers' Reports, His Own Reports, and County Finances.

By Supt. J. W. Burns.

In regard to enforcing the laws Mr. Burns said that he believed it the duty of the Superintendents to see that the laws are carried out as near to the letter as possible. The Super-

intendent is handicapped unless he has a Board that will stand back of him, because all the power he has is to recommend—he has no vote on the Board. He has always stood for the carrying out of the law as near as he could with the help of the School Board.

As to the duties of the Superintendents relative to teachers' reports, he said that every teacher's report, monthly or any other report, should be examined by the County Superintendent before a warrant should be issued for the pay for the work, and the Superintendent should see that the report is a true report and states the truth; he ought to be well enough acquainted with the schools to see that it does state the truth. They should be true reports, especially the final reports, because you are going to have to use these reports in the making of your report. If the teachers' reports do not speak the truth, then your report to the State Superintendent can not speak the truth and will not be correct. He believed that some counties in the State have been robbing other counties of the State by not making true reports from their respective counties. Each Superintendent should make an honest and true report.

As to county finances, he told of the condition in which he left his county finances four years ago, something less than $8,000 in debt, and said that when he came back into office he found the books in such shape that he could not tell what the indebtedness was. His predecessor told him that he could not make his semi-annual report from the books. He hoped that none of the new Superintendents of other counties are in the same boat. He believed that the school finances should be handled in such a way that the public's money would count for 100 cents to the dollar. He did not place the value of a dollar above the boy and girl, but believes in expending the money where the money's worth can be had.

(d) Essential Qualifications for the Office.

Supt. E. E. Smith.

Supt. Smith spoke a few minutes on this subject, saying that he thought his subject had been covered several times, especially in the address of Supt. Sheats of the night before, but he would mention one or two things. He said he thought

the success of the work of the County Superintendent depended largely on the interest he put in his work and the interest he could create and foster in the people of his county in school work. It is the business of the County Superintendent to go all over the county personally and see what is needed and where, but that with all the office duties placed upon him, it is impossible for him to spend the time in the field that he ought, so the success of the County Superintendent will depend largely on the amount of work he can get some one else to do and the number of people he can interest in doing this work. We can find people in every community who can be interested in education, and unless the County Superintendent does that, his administration can not be a success. His success will depend on the leadership he can put into his work; people will not be driven, but will be led, and the Superintendent must be that leader; he must lead and get the people interested. Another qualification of the Superintendent should be the power to say "no". There are good people in every community, more good ones than bad ones, but the fact remains that there are selfish people in every community, and unfortunately, they are usually the most aggressive, and if they can ever get the lead in school affairs, sometimes the result is that school funds are not expended wisely. As to school finances, he said that everything on that subject had been discussed, but he would say that the Superintendent does need a knowledge of the relative value of things. There are so many good things coming up, and so many things that seem good, that many times we do spend money for things and recommend things that afterwards we find are not so good as we thought they were. He was frank to admit that his county had been stuck by smooth talking salesmen. Superintendents should be careful about the money.

He said that probably the most important qualifications the Superintendent needs is simply to believe in his own job. He must be an enthusiast in school work. If a Superintendent seeks his job for any other reason than that he is interested in the work, he is the wrong man in the place. He must be interested in schools and interested sufficiently to make other people believe what he believes. The Superintendent has the biggest job in the county and the most important one, and he must make other people believe this is true; unless he be-

lieves it himself, it is hard to convince some one else. It is the interest and the amount of energy and sincerity the Superintendent puts in his work that will determine the amount of success he will have. Another qualification the Superintendent should have is tact. He believed in the Superintendent's visiting the schools and personally questioning the children to find out how they are being taught and what they are learning, and to do this and not antagonize the teacher and frighten the children so that they could not answer if they knew, requires a great deal of tact and skill to handle the situation.

Supt. C. C. Mathis and Principal F. W. Buchholz were present and called upon to discuss their respective topics, but as the hour was growing late, each arose and said he would not trespass on the time of the Conference by making his address.

Topic XI—Teachers' Summer Schools.

Their Present Value, and Suggestions for Improvement.

By N. M. Salley.

PRESENT ADVANTAGES OF OUR STATE SUMMER SCHOOLS.

1. Crossing the professional or vocational ideals with the academic or cultural; valuable content of experience being the result of the cross.
2. Getting points of view statewide in scope as opposed to provincial standards.

Problem—What is a teacher's province?

(Wesley—"The world is my parish.")

(Bacon—"I have taken all knowledge for my province.")

3. Setting up demands on the state institutions on the basis of state needs.
4. Meeting and conversing with fellow workers of varied experiences, and so cultivating the altruistic spirit.
5. Learning the value of adequate library facilities.
6. Getting in touch with lecturers of national note.

SUGGESTIONS FOR IMPROVEMENT.

A. The main purposes of the State Summer Schools for Teachers are for the improvement and inspiration of the teachers themselves, and the enlargement of advantages for

the children of Florida in teachers of finer skill and more humane ability. Always at the center of each one of our educational aims we must place the child and his rights. The teacher has no original rights—these belong in the very nature of the case to our children, and teachers may set up professional demands on the commonwealth only as these demands in fulfilment give promise of a larger, freer and happier life for the children of the commonwealth.

B. In the second place these State Summer Schools for Teachers must be made accessible to all the earnest teachers of Florida who are avowedly making teaching a profession and not an avocation. It will pay the State large returns on the investment to offer free railroad fare from time to time to those teachers who give evidence of continued progress in their work. Shall a lack of means be a barrier to professional growth?

The objection may be made as to the cost. It will cost more, but certainly it will be worth more. Our line of action should not be determined altogether by the amount of money spent but rather by the returns we get for the money expended.

After all, scientific taxation is a modern form of philanthropy. Taxes properly assessed, collected, and spent are but a constant redistribution of wealth to give each generation a chance.

C. In the third place, we must soon make provision for running all the departments of the State institutions in full force during the Summer School.

The idea has been suggested on this floor that really we have two divisions of the University of Florida—the one in Gainesville and the other in Tallahassee. If a university suggests anything it suggests liberality of educational opportunities of all sorts used to their fullest advantage at all times by those who can be best benefited by them.

It will be a help to all Florida for money enough to be provided that each department at College and University can offer work to those who need it in summer as well as in the regular sessions.

D. But teachers in active service actually need more opportunities for improvement than ordinary college students, because being participants in the actual work-a-day world

they can assimilate more. Considering this truth we should likely offer the following extra courses:

1. Administrative courses for county superintendents and other school officers—including (a) rural sociology, (b) rural economics, (c) and rural statistics.

2. Courses in library training, showing teachers by actual contact how to catalogue, administer, and build up libraries for their actual school and community needs.

3. Educational courses for school and college patrons, letting the people of Florida find out through short courses what the State institutions do stand for and what they should stand for, providing for disseminating the idea that the two State institutions are the community centers of the State, just as our public schools are the county community centers.

E. If class-room teachers in service are benefited by anything, it is observing other people teach, that through this experience ours may be an *objective* rather than a subjective art. We see others teach and become conscious of our own limitations and hopeful of our own possibilities.

Let me suggest then that money be gotten from somewhere to enable us to run our demonstration schools in the summer time for the good influence they may have upon the teachers in attendance and for the stimulating effect the teachers will have upon us College and University and State officers to see that sufficient money is given to employ in our demonstration schools only the most highly skilled critic teachers who know how properly to preserve the balance between the original rights of children and the dynamic needs of prospective teachers.

We hope some day to have built at the Florida State College such a demonstration school, through your sympathetic criticism and our own efforts, as we may be justified in calling the Florida Community School of the Florida State College for Women.

F. One of the final suggestions that I wish to make concerns what I may term a new basis for extension of certificates. Under the present law, as I understand it, it is possible for a certificate of low grade to be indefinitely extended through a series of attendances at our State Summer Schools. Repetitions are possible from summer to summer by lazy, unambitious pupils.

Might it not be a good plan to do away altogether with review courses in our Summer Schools, except for such students as have no certificates, and extend certificates only on the basis of serious study confined to a limited number of different subjects each summer, all being credited after due examination toward a higher form of certificate? These credits might be endorsed by the State Superintendent on certificate held which could be transformed into a higher grade of certificate after the accumulation of sufficient required credits. The whole principle is summed up in saying that a premium should be placed on improving the grade of a certificate as well as attending a Summer School.

TOPIC XII—MISCELLANEOUS.

(e) MINIMUM AGE LIMIT FOR TEACHERS.

By SUPT. T. C. SIMMS.

There are several requirements that should be met before a person should be considered competent to teach school, or be entitled to be called a teacher. As boys and girls acquire these necessary qualities at different ages it is difficult to set a minimum age limit for teachers that would work under all circumstances.

It is the opinion of the speaker that the first quality to be sought for in a teacher is a strong moral character. He should be settled in habits and firm in his actions. The second quality to be required is scholarship and professional training. And third, he should be able to impart knowledge and be a good organizer.

The advantages of proper training and environments in youth determine almost entirely at what age a boy or girl will be able to do successful teaching. The boy or girl that has good advantages and uses them well will be able to teach earlier in life than one with poor advantages.

The amount of training required as a standard for scholarship will help us to arrive at an age limit which will be nearly uniform, all other things being equal. It is my opinion that a boy or girl should have a High School education and one year's Normal Training before he or she is qualified to

enter upon the duties of a teacher for general success under all ordinary circumstances. The average boy or girl will reach this degree in training about eighteen or nineteen years of age, which would give eighteen as a minimum age to begin teaching.

Three of the most successful lady teachers of whom I have any knowledge began teaching at the age of sixteen, but the youngest boy in the acquaintance of the speaker to make a success of teaching began at age seventeen. This leads me to believe that as a rule a girl may succeed as a teacher at an earlier age than a boy. Even these few that have succeeded seemingly well express the belief that their success would have been even greater than it is if they had been older when they first began. I have observed many, however, that began at these early ages who are complete failures in the school room as instructors.

For the benefit of the boys and girls who are to be the leaders of the state and nation in the future there should be legislation to protect them from being subjected to incompetent teachers as much as possible. If we accept a High School education and one year's Normal Training as a standard for scholarship it seems to me that all persons permitted to enter upon the duties of a teacher should at least have attained the age required to secure such training, which is eighteen years old. I therefore recommend to the Legislature of 1921 that they set eighteen years as a minimum age limit for teachers in the State of Florida.

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